

Broadneck High School

School Improvement Plan

2009-2011

Introduction

This School Improvement Plan is meant to be a clear, succinct description of major initiatives that are under way at Broadneck High school related to Student Achievement, School Climate, Community Outreach and Professional Development. Further, it is meant to provide information particularly around student achievement and school climate that will inform our continuing efforts. This document is not meant to be an exhaustive statement of everything we do at Broadneck High School to improve student achievement, improve the climate of the school, more thoroughly and effectively reach out to our community and build the professional capacity of our faculty. Rather, it identifies both broad and specific goals and briefly describes some of the ways that we are working to achieve those goals.

Goal 1(Academic Achievement) Prologue

Our first goal is to improve the academic achievement of all of our students. This goal stands for all of our students but is particularly true for two of our student groups: Special Education and African-American students. Several broad initiatives have been identified in order to move forward towards those goals. In addition, the Master Schedule was consciously constructed so that resources and staffing could be more effectively applied to those ends.

Broad Initiatives (All of these initiatives address issues of equity):

Attention is being given to our co-teaching teams. Staff development activities intended to build their skills, broaden the array of instructional methods that they employ and enhance their ability to better meet the needs of all students are being developed and implemented. In addition, The Master Schedule was built in order to provide many of our co-teaching teams with common planning time. All co-teaching teams in HSA and pre-HSA classes do have common planning time.

A broad effort is being made to encourage students (and their parents) who are in Standard Level Courses to accept greater responsibility for their learning and take on the challenge of Honors and Advanced Placement Courses. This effort is linked directly to the expansion of our AVID program. There are now five teachers with AVID assignments. They represent all core departments and three of the five are also currently teaching an AP Course.

There is an increasing emphasis on Differentiated Instruction and a broadened array of methods to assess student learning. These conversations and small scale staff development efforts are taking place in a variety of settings across the school and throughout the day.

The effort to place more technology in the hands of teachers and facilitate the use of that technology continues as funds allow. Small scale staff development activities are taking place in Faculty and Department Meetings and for individual teachers during Plus Periods through the Media Center.

Passing the HSA, Bridge and additional AVID classes were built into the Master Schedule for the 2009 – 2010 school year. In addition, co-taught and standard level classes were intentionally scheduled so that they were smaller than their comparable Honors and Advanced Placement courses.

Goal 1 Progress Update / Evidence of Need

High School HSA Performance Statistics by Test – Student Count Information taken from the Educational Data Warehouse show the following results:

All Students	08 Passed	09 SIP Goal	09 Passed	Change 08/09
English (09 AMO 65.8% pass)	82.65%	86.00%	91.48%	+ 8.83%
Algebra (09 AMO 56.1% pass)	65.22%	80.00%	95.74%	+30.52%
Biology	88.39%	90.00%	92.83 %	+ 4.44%
Government	92.90%	93.00%	97.10%	+ 4.20%

Two Student Groups (African-American and Special Education) are subjects of concern.

African-American Students	08 Passed	09 Passed	Change 08/09	GAP
English (09 AMO 65.8% pass)	72.00%	75.60%	+ 3.60%	15.88%
Algebra (09 AMO 56.1% pass)	49.15%	83.30%	+34.15%	12.44%
Biology	67.74%	71.22%	+ 3.48%	21.61%
Government	87.32%	86.70%	- 0.62%	10.40%

Special Education Students	08 Passed	09 Passed	Change 08/09	GAP
English (09 AMO 65.8% pass)	24.24%	46.43%	+22.19%	45.05%
Algebra (09 AMO 56.1% pass)	35.42%	64.29%	+28.87%	31.45%
Biology	33.33%	60.72%	+27.39%	29.28%
Government	62.16%	78.58%	+16.14%	18.52%

Comment: We made good overall progress in all four tested areas. However we have large achievement gaps for our Special Education and African- American student groups. While all of these must be addressed, our most intense area of focus must be on our Special Education students in English.

AP and Honors Course Enrollment – Student Count Information taken from the Educational Data Warehouse show the following results (Denominator = 12th graders enrolled in MP4 in the school year):

	07-08 # / %	08-09 #/%
All Students	452/ 81.9%	415/ 80.4%
African-American Students	24/ 54.2%	23/ 51.1%
FARMS	11/ 68.8%	18/ 64.3%
SPED	8/ 27.6%	4/ 14.3%

AP Test Taker Statistics from Educational Data Warehouse (Denominator = 12th grade AP course completers enrolled in MP4 in the school year

	07-08 # / %	08-09 #/%
All Students	343/ 90%	290/ 86.3%
African-American Students	6/ 54.5%	11/ 68.8%
FARMS	4/ 66.7%	9/ 75.0%
SPED	1/ 100%	0/ 0.0%

Comment: We must work to increase both the total participation rate in our AP Program and to reduce the disparity in participation of our African-American students.

Goal 1: Academic achievement for all students will improve. Academic achievement for African-American and Special Education students will improve at a rate higher than the total student body.

Indicator 1: By June 2010 total HSA pass rates will rise. Pass rates for 09 Government and Algebra were high (97.10 & 95.74 respectively). The goal in those two subjects is to show slight improvement in those scores. Pass rates for 09 Biology and English were 92.83 and 91.48 respectively. The goal for those total scores is to show a 2% improvement.

Strategy: Total HSA score results will be impacted by the efforts that will be made with Special Education and African American students. There are several initiatives that, while bearing on those two groups, will also benefit all student groups.

Goal 1: Indicator # 1:	Person(s) Responsible	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
(EQ) A Differentiated Instruction staff development initiative will be set in place during the 09-10 school year.	Principal Assistant Principals Department Chairs	AACPS DI Staff Development Materials and Resources	Through the classroom observation process and DC Meetings	06/10
(EQ) The effort to bring more technology into the classroom and enhance teachers ability to use it well with students will continue	Technology Committee Media Center Specialist Elaine Cechak	Funds for the purchase of hardware and software.	Model users of technology will be presented to faculty at various meetings.	06/10

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Indicator 2: The 2010 AMO in English will be a pass rate of 72.7%. While that is a huge challenge, it is our goal for Special Education students in English. In Algebra, the goal will be a 68% pass rate. Pass rate (2010) goals for Biology and Government are 65% and 82% respectively.

Action Step Goal 1 – Indicator 2	Person(s) Responsible	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
(EQ) Construct the 2010 so that Standard and Co-taught classes are smaller than Honors class in the same subject.	Karen Kakoda & David Smith	None	Constant monitoring of the Master Schedule with semester adjustments if needed	06/10
(EQ) Ensure that co-teaching teams in English 9 & 10 Standard and co-taught have common planning time.	Karen Kakoda & David Smith	None	“	06/10
(EQ) Provide Staff Development for co-teaching teams to improve their effectiveness and student performance.	Kim Box & Kala Burrell-Craft	Time and materials	Development & distribution of materials & actual school based and county training	06/10
(EQ) DI & Technology Training (see indicator 1) will also help with Special Education student achievement.				

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Indicator 3: HSA Pass Rates of African-American students. By June 2010 HSA pass rates for African-American students will rise. While the English and Algebra pass rates exceed the prescribed AMO by 9.8% and 27.2% respectively, the gaps in those two areas are 15.88% and 12.44% respectively. The goal in English is an 8% pass rate gain to 83.6% and a 5% pass rate gain in Algebra to 88.3%. The Pass Rate (2010) goals for Biology and Government are 80% and 90% respectively.

Strategy: Three fold strategy—encourage all students with a focus on African-American students to take more rigorous courses, moving from Standard to Honors to AP over time and with extensive support. The second area of focus will be to continue to reach out to our African-American parents for their involvement and support. Thirdly, various staff development initiatives will help to address this issue.

Action Step Goal 1 – Indicator 3	Person(s) Responsible	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
(EQ) Focus general efforts on moving students from Standard to Honors to AP Courses.	David Smith, Administrative Staff, Department Chairs & all faculty and staff.	None	Honors & AP enrollment numbers over time	9/10 – as the next school year begins.
(EQ) Expand enrollment in AVID with a focus on African American students	Diane Casey, Diane Sepe, Nuria Williams & AVID Teachers	None	AVID enrollment data	6/10
(EQ) Continue outreach efforts to African-American parents individually and in meetings	Principal Assistant Principal's	None	Individual contacts and meeting attendance	6/10

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Indicator #4: In 2009-10, an increasing number of Broadneck High School seniors will have completed at least one Advanced Placement course and taken at least one AP Exam.

Strategy: Design, identify and continue effective general instructional strategies and interventions that support the increased enrollment of all students and especially African-American and Special Education students in Advanced Placement Courses.

Action Step Goal 1 – Indicator 4	Person(s) Responsible	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
(EQ)- see Action Step 1 for Indicator 3 (above). This step applies to all students as well as African-American students				
(EQ) –see Action Step 2 for Indicator 3 (above). This step applies to all students as well as African-American students.				

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Goal 2 (School Climate) Prologue

A safe, positive and supportive school climate is fundamentally important to the success of our students, faculty & staff and the school in general. There are already a variety of very specific interventions in place that are designed to improve student behavior. In addition work related to Goal 1 of this plan is even more important to the quality of the school environment. If we better meet the needs of students, they will be more motivated to do well in school and less inclined to engage in behavior that is detrimental to their success and the climate of the school. Therefore, Goal 1 work supports success with Goal 2.

Broad Initiatives (All of these initiatives address issues of equity):

In addition, several more specific initiatives support improved student behavior:

Senior Mentors – Although this program has existed at Broadneck for many years, it was re-focused last year. As it now stands, outstanding seniors who are willing are paired with ninth grade students who could be considered at risk. The program is led by Math Teacher Rob Harris and the School Counseling DC, Jennifer Edwards. They pair the students and monitor the program.

Faculty Mentors – This is a new program this year. Twenty-five faculty members have volunteered to mentor one or more students who might benefit from additional positive contact with another adult at school. Mr. Eggert is designing and leading this program. A nice cross section of our faculty will be involved.

Expansion of AVID – AVID has great potential to turn students in a more positive direction and support them as they take greater responsibility for their learning. With increased AVID staffing this year, we have about 70 open slots in grades 9–12 to fill. Diane Casey, the four additional AVID teachers, School Counselors and Administrators are working to identify and recruit students for this program.

Peer Mediation - Marilyn Graham, School Counselor has had training on the implementation of a Peer Mediation Program. This will be new at Broadneck High School and will develop over the course of the school year. Once they are trained, Peer Mediators will work to help students resolve low-intensity conflicts before they escalate.

Bully Busters – Bully Busters is a long established program at Broadneck High School. It allows students, who have been bullied to safely report the incident, receive help and have the “Bully” identified and worked with in an effort to help them adjust their behavior.

Goal 2 Progress Update / Evidence of Need

High Referral for Discipline information taken from the Educational Data Warehouse show the following results:

	07/08	08/09	Change 08/09	Gap
	# /%	# /%	#/%	#/%
All Students	685 29.7%	492 22.1%	- 7.6%	
African-American	123 54.2%	96 41.2%	-13.0 %	19.1%
FARMS	69 55.6%	72 48.3%	- 7.3%	26.2%
Special Education	75 47.5%	43 30.1%	- 17.4%	8.0%

High Suspension information taken from the Educational Data Warehouse show the following results:

	07/08	08/09	Change 08/09	Gap
	# /%	# /%	#/%	#/%
All Students	204 8.8%	208 9.4%	+0.6%	
African-American	52 22.9%	44 18.9%	- 4.0%	9.5%
FARMS	31 25.0%	39 26.2%	+ 1.2%	16.8%
Special Education	34 21.5%	25 17.5%	- 4.0%	8.1%

Comment: There is a significant disparity between our total student rates for referrals and suspensions and those of our African-American and FARMS students. We must work to address those disparities.

Goal 2: The overall and identified student group rates of referral for disciplinary reasons will drop by June of 2010. In addition, the disparities between the total group and African American and FARMS students will drop by a larger percentage thereby reducing the disparities of previous years.

Indicator #1: In 2009 - 10 there will be a 5% reduction in the total number of Broadneck High School students receiving one or more referrals. The reduction in referrals for African-American and FARMS students will be 10% thereby reducing the disparities of previous years.

Indicator # 2: In 2009 – 10, there will be a 5% reduction in the total number of Broadneck High School students suspended from school. The reduction in suspensions for African-American and FARMS students will be 10% thereby reducing the disparities of previous years.

Strategy: Continue to maintain and further develop those interventions and programs that positively impact student behavior while seeking and implementing additional programs that serve the same purpose. Both Indicators are addressed by the following Action Steps.

Action Step Goal 2 – Indicators 1 & 2	Person(s) Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
(EQ) Senior Mentor Program	Rob Harris & Jennifer Evans	Harris, Evans and Admin Staff	Time provided through Plus Period	Procedures are established by Mr. Harris & Ms. Evans	6/10
(EQ) Faculty Mentors	Bill Eggert	Mentor Teachers, School Counselors & Mr. Eggert	Time provided through Plus Period	To be established (this is a new program)	6/10
(EQ) Expansion of AVID	Diane Casey & Diane Sepe	Diane Casey, Diane Sepe, Nuria Williams & AVID Teachers	None	AVID enrollment data	6/10
(EQ) Peer Mediation	Marilyn Graham	School Counselors & Admin. Staff	Time and materials to train mediators	Ms. Graham will track training & mediations	6/10
(EQ) Peer Mediation	Marilyn Graham	School Counselors & Admin. Staff	Time and materials to train mediators	Ms. Graham will track training & mediations	6/10
(EQ) Bully Busters	Bruce Villwock	Mr. Villwock and Admin Staff	none	Already Established	6/10

EQ = Equity

Goal 3 (Community Outreach) Prologue

Parent involvement and support is crucial to the success of our students, faculty and the school in general. While many processes and procedures have been in place at Broadneck High School for years, we continue to seek new and more effective ways to reach out to and involve all elements of our School Community in the life of the school. Among the existing and new efforts are:

- Regular Web Based Newsletter
- Regularly updated School Website
- Extensive use of Connect-Ed Messages
- Outreach Meetings targeted to African American Parents
- Latino Parent Liaison
- Signature Program
- Parent Nights (this is not an exhaustive list)
 - Freshman Orientation Nights
 - Back to School Night
 - Senior Academic Awards
 - Senior Athletic Awards
 - Meet the Coaches Nights, Fall/Winter/Spring
 - Focused Small Group of African-American Parents
 - AVID
 - Standard to Honors to AP
 - AP Program Night

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Evidence of Need: Current data reflects a disparity in the participation of parents/community members from the total group and those representing our African-American students.

Goal 3: Broadneck High School students will be educated in a school environment that is family-friendly and welcoming. Broadneck High School faculty and staff will strive to eliminate disparities in parent and community representation and participation in traditional and non-traditional school-community activities.

Indicator # 1: The level of participation of African-American parents in school activities will increase over previous years.

Strategy: Identify current parent and community participation and use the data to create an increasingly robust system of community outreach initiatives leading to a higher degree of parental involvement.

Action Step Goal 3 – Indicator 1	Person Responsible	Implementation Team	Monitoring Procedure	End Date/ Check off when Completed
(EQ) Make increasingly effective use of various communication tools (Web Site, Connected, Tribuoin.org, Family Connections etc.) to reach and inform all parents about school programs and initiatives.	David Smith	SIT and those who work with various publications and programs	Level of participation of and response from all parents with particular attention to African-American.	06/10
(EQ) Continue with the Latino Liaison position (Teacher Duty) for outreach to Spanish speaking parents	Principal	Assistant Principal's WCL Department Chair Barbara Markey	Track and record number and type of contacts	06/10
(EQ) Continue the work of the Equity Liaison regarding outreach to the African-American community	Principal	Assistant Principal's Joshua Cartwright	Track and record appropriate data	06/10

EQ = Equity

Evidence of Need: There is a need to significantly increase the level of community and business support of Broadneck High School.

Indicator #2: By the conclusion of the 2009 – 10 school year, Broadneck High School will have kicked off our Environmental Literacy Signature Program including curricular overlays in the Foundations of Technology Course.

Action Step Goal 3–Indicator 2	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off when Completed
(EQ) Establish Signature Program	Kathi Heron	Signature Implementation Team	Appropriate Signature Resources		6/10
(EQ) Create Curricular Overlays for FOT		Signature Committee CCF			

EQ = Equity

Goal 4 (Professional Development) Prologue

Appropriate, meaningful, focused Professional Development is vital to the success of any school. In addition, individual professional development activities expand the professional horizons of teachers and broaden their abilities to meet the needs of an increasingly diverse student body. Further, by working with Colleges and Universities, we provide field experiences, internships and student teacher experiences for those who seek to become professional educators. Professional Development at Broadneck high school is widely varied, extensive and on-going.

Goal 4: Staff Development Programs to support SIP Goals 1 and 2 will be implemented during the 2009-10 school year.

- PDS with College of Notre Dame
- Previously described school based Staff Development Initiatives:
 - Co-Teaching
 - DI & Assessment
 - Use of Technology
- Encourage and support the pursuit of National Board Certification by BHS Teach

Indicator # 1: In 2009 – 10 Broadneck High School will implement the Staff Development Initiatives described in Goal 1 Indicators 1 and 2 related to DI, the effective use of technology and the effectiveness of co-teaching teams.

Action Step Goal 4 – Indicator 2	Person Responsible	Resources Needed	Monitoring Procedure	End Date/ Check off when Completed
(EQ) a Differentiated Instruction staff development initiative will be set in place during the 09-10 school year	Principal, Assistant Principals and Department Chairs	Support from AACPS Specialists. Appropriate materials and resources	Through classroom observations and Department Meetings	6/10
(EQ) Provide Staff Development for co-teaching teams to improve their effectiveness and student performance	A.P. Kim Box and SPED DC Kala Burrell- Craft	Time, materials and support from AACPS Specialists	Development and distribution of materials and the progression of school based and county training	6/10
(EQ) Provide training for faculty to make more effective classroom use of instructional technology	Technology Committee, AP Kim Box and Media Specialist Elaine Cechak	Funds for the purchase of additional hardware and software. Time for training	Through classroom observations, the use of Plus Period and Faculty Meeting presentations	6/10

EQ = Equity

Indicator #2: In 2009-10 Broadneck High School will continue to work with our PDS partner *The College of Notre Dame* in an effort to identify and attract, and retain competent and skilled teachers to AACPS.

Action Step Goal 4 – Indicator 2	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off when Completed
(EQ) Continue to promote our partnership with CND in an effort to provide valuable pre-teaching experiences to our interns	Principal	PDS Coordinator; (Christina Houstian) and various teachers	Teacher Interns	Observation Reports; Anecdotal Information provided by supervising teacher and DC	6/10

EQ = Equity

Indicator #3: In 2009-10, Broadneck High School will support the efforts of teachers who are pursuing National Board Certification. The number of BHS teachers who achieve National Board Certification will increase.

Action Step Goal 4 – Indicator 3	Person Responsible	Implementation Team	Monitoring Procedure	End Date/ Check off when Completed
Identify, recognize and support teachers who are pursuing National Board Certification.	Admin Staff & Department Chair	Admin Staff and Department Chairs	Track, discuss and engage with teachers Who are pursuing National Board Certification	6/10