

School Improvement Plan 2010-2012
Action Steps

School: Glen Burnie High School

Goal I- Academic Achievement: By June 2012, all students will reach high standards, as established by Anne Arundel County public Schools and state performance level standards in English/Reading/Writing, Mathematics, Science and Social Studies. Achievement disparities among No Child Left Behind (NCLB) groups of students will be eliminated

Indicator: Beginning with the class of 2009, 100% of Glen Burnie High School diploma bound students in each NCLB student group will pass each of the Maryland High School Assessments, or equivalent, in Algebra, English, Biology, and Government by graduation.

Statement of Need: During the 2009-2010 school year, identified student groups (African American, Hispanic, and Special Education) performed measurably lower than the highest performing group.

Annual Objective: During the 2010-2011 school year, scores of all student groups will meet the HSA graduation requirements.

| Action Steps | EQ | DI | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|---|----|----|---------------------------------------|---|---|--|-----------------------------------|
| Hold weekly collaborative team planning meetings in all assessed courses so that strategies are identified to guarantee progress in all student groups (African American, Hispanic, and Special Education). | X | X | Team Leaders Testing Administrator | Administrators Team leaders Special Ed teachers Teachers | Pacing Guides Benchmark Data Student Assessments | AP attendance at meetings Agendas Meeting minutes HSA scores | Ongoing 2012 |
| All teachers will incorporate before, during, and after reading strategies in daily instruction so that students are provided with the skills they need to be successful on the High School Assessments. | X | X | DC's AYP Coach | All teachers | Sue Beers' <u>Reading Across the Curriculum</u> binder in every department. | Lesson plans DC and Admin observations/walkthroughs Monthly department meeting agendas Department portfolio of evidence | Ongoing 2012 |

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| All English, Math, Social Studies, and Science teachers will implement HSA and Bridge style activities so that students have the necessary skills to meet HSA requirements. | | | Test Coordinator HSA/Bridge Committee | AYP Coach | Sample tests and bridge projects Professional Development | Department Meetings Lesson plans | Ongoing 2012 |
| All department chairs will communicate and collaborate with classroom teachers regarding instructional needs and student performance so that attempts to more quickly meet the needs of and provide interventions for students are accomplished. | X | | Administration DC's | AYP Coach DC's Spec. Ed teachers ESOL teachers PPW School Psychologist | Matrix of Interventions Time during DC meetings to discuss | Log in sheets from intervention programs Matrix of Interventions developed Dept. meeting agenda/minutes concerning interventions | Ongoing 2011 |
| Provide parents with HSA resources through website https://www.mdk12.org so that students can practice tests from home or library. | X | X | Testing Administrator School Test Coordinator | Testing Administrator Department Chairs Teachers | Information flyer GBHS website Newsletter | Information flyer GBHS website Newsletter | Ongoing 2012 |
| Increase the use of Differentiated Instruction so that all student academic needs are met. | X | X | D.I. Key players | All teachers | Professional Development | Department meetings Lesson plans Observations Test scores | Ongoing 2012 |
| Conduct professional development so that teachers will develop a repertoire of strategies to actively engage students. | X | | AYP Coach DC's Instructional Leaders | All teachers | Variety of sources | Monthly PD calendar Log in of participants at each training | Ongoing 2012 |

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| Establish an ESOL liaison for each core area so that SIOP strategies are shared with other department members to increase student achievement among English Language Learners. | X | | ESOL Academy Coordinator | All teachers | SIOP Professional Development. | Monthly ESOL Liaison meeting Test scores | Ongoing 2012 |
| The Goucher PDS Partnership with GBHS will provide staff development on technology, Differentiated Instruction, and Thinking Maps so that student engagement in all areas of the curriculum will increase. | X | X | PDS Coordinator/Library Media Specialist | Office of Technology Goucher interns Mentor teachers PDS Coordinator/Lib rary media specialist | Staff Development | Sign in sheets Meeting minutes Agendas Walkthroughs | Ongoing 2012 |
| Mandatory extra help sessions on Wednesdays | X | X | Testing Administrator DC's | HSA teachers | Transportation funding, Classrooms space, Computer labs | Promotion on announcements Disseminate student passes Sign in logs | Ongoing 2012 |
| Professional Development will be embedded using School Improvement Network's PD 360 so that teachers can learn at their own pace and be provided differentiated and research based opportunities to increase student achievement. | X | X | Principal AYP Coach | Teachers DC's | Access to PD 360 | Professional Growth Plans Team meeting minutes Classroom observation | Ongoing 2012 |

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School: Glen Burnie High School

Indicator: By June 2012, 100% of Glen Burnie High School students will successfully complete Algebra 1 by the end of ninth grade.

Statement of Need:

- By the end of the 2009-2010 school year, 64.6% of Glen Burnie High School ninth grade students had successfully completed both semesters of Algebra 1.
- 71 % of White students completed Algebra 1 while 54.1 % of African Americans completed Algebra 1.

Annual Objective 1: By the end of the 2011 school year, 82.3% of Glen Burnie High School ninth grade students will have successfully completed Algebra 1 and 77% of African American students will be successful completers.

| Action Steps | EQ | DI | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|--|----|----|---|------------------------------------|---|---|-----------------------------------|
| Use data to analyze interims, quarterly grades, and exams and their correlation to GPA for 9 th graders, so that areas of need are identified early, with an emphasis on special education and African American students. | X | X | 9 th grade Academy Leader DC's | 9 th grade teachers | SASI Achievement Series Interim reports PD in data analysis | List of 9 th grade GPA's Log in sheets for interventions Test scores Parent contact logs | Quarterly through June 2012 |
| Identify African American students that are having difficulty in Algebra and Algebra 1 classes and pull out for extra support. | X | X | Math DC | All Algebra and Algebra 1 teachers | Student data, benchmark assessments | Benchmark and student data reviewed by Algebra Team on a monthly basis during content team and school improvement team meetings | Ongoing 2012 |
| Implement proficiency grading in all courses. | | | Math DC Math AP | All Math Teachers | Teacher in-service and input for proficiency grading. | Common course syllabi, common teacher planning, matrix of interventions. | Ongoing 2012 |

School Improvement Plan 2010-2012
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School: Glen Burnie High School

Goal 1-Academic Achievement: By June 2012, all diploma bound students will reach high standards, as established by Anne Arundel County Public Schools and state performance standards in English/Reading/Writing, Mathematics, Science, and Social Studies. Achievement disparities among all No Child Left Behind (NCLB) groups of students will be eliminated.

Indicator: Beginning with the class of 2009, 100% of Glen Burnie High School diploma bound students will successfully pass the Algebra 1 High School Assessment by graduation.

Statement of Need:

- By the end of the 2009 -2010 school year, 90.4 % of Glen Burnie High School diploma bound students had successfully passed the High School Assessment in Algebra 1.
- 93.3% of White students passed the Algebra 1 HSA while 85.5% of African Americans passed the Algebra 1 HSA.

Annual Objective 1: By the end of the 2011 school year, 95.2 % of Glen Burnie High School diploma bound students will have successfully passed the Algebra 1 HSA and 92.8% of African American students will have passed the Algebra 1 HSA.

| Action Steps | EQ | DI | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|---|----|----|---------------------------------|-----------------------------------|---|--|---|
| Schedule Passing the HSA Remediation class during the same period both "A" and "B" day. | | | Scheduling AP | Scheduling AP | List of students that need the course. | Master schedule | August 1 st and January 2 nd of each school year. |
| Identify African American students that are scoring basic on formative and summative assessments and provide remediation through "GO" period looping. | X | X | Math DC Math AP AYP Coach | Math DC Algebra 1 teachers. | Cognitive computer programs, assessments, smart board technology, DI strategies | Benchmark data, collection of student data, content team meetings to identifying students bi-weekly during content teacher meetings. | Ongoing 2012 |

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| Examine student test data and provide timely and targeted instructional interventions so that students master assessment limits during school hours. | X | X | Content teams, Math DC Math AP | All Math teachers and special education co-teachers. | Common Assessments, monthly content meetings. Looping during class time and/or "GO" period. | Benchmark assessments, collection and grading of formative assessments, content team planning | Ongoing 2012 |
| Apply proficiency grading and utilize common course syllabi in all courses to help all students achieve at a proficient level or higher. | X | X | Math DC Math AP AYP Coach | All teachers | Teacher in-service and input for proficiency grading | Common course syllabi, common teacher planning, pyramid of interventions. This will be done monthly at content team and school improvement meetings. | Ongoing 2012 |
| Implement high order thinking and monitor WICR strategies for all teachers in lesson design and development. | | X | Math DC Math AP | All teachers | WICR notebooks. | Walk through observations and implementation in Formal Lesson Plan Design to be done on a weekly basis. | Ongoing 2012 |
| Incorporate before, during, and after reading strategies in daily instruction, so that students receive skills needed to be successful on HSA | X | X | AYP Coach Math DC Math AP | All math teachers | Susan Beers <u>Reading Across the Curriculum</u> binder, IDT toolkit located on the curriculum and instruction homepage. | Teachers will present student samples each month at either content or department meetings. | Ongoing 2012 |

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School: Glen Burnie High School

Indicator: Beginning with the class of 2009, 100% of Glen Burnie High School diploma bound students will successfully pass the English 2 High School Assessment by graduation.

Statement of Need:

- By the end of the 2009 – 2010 school year, 80.1 % of Glen Burnie High School diploma bound students had successfully passed the High School Assessment in English 2.
- 84.7 % of White students passed the English 2 HSA while 70.9 % of African Americans passed the English 2 HSA.

Annual Objective 2: By the end of the 2011 school year, 90.5 % of Glen Burnie High School diploma bound students will have successfully passed the English 2 HSA and 85.5 % of African American students will have passed the English 2 HSA.

| Action Steps | EQ | DI | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|--|----|----|--------------------------|---------------------|---|---|-----------------------------------|
| English department will examine student test data and provide timely and targeted instructional interventions so that students master assessment limits during school hours. | X | X | English DC English AP | English Teachers | Content team meetings | GO! Period, push-in, pull-out, HSA class Bridge class | Ongoing 2012 |
| English teachers will incorporate before, during and after reading strategies in daily instruction so that students receive skills needed to be successful on HSA. | | X | English DC English AP | English Teachers | Content team meetings IDT toolkit Sue Beers' <u>Reading Across the Curriculum</u> | Walk through observations and implementation in Formal Lesson Plans | Ongoing 2012 |

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| Incorporate rigor in lesson design and development so that all students demonstrate higher order thinking skills. | | | English DC English AP | English teachers | Content team meetings PD | Walk through observations and implementation in Formal Lesson Plan PD in "Using Rigor/Relevance Framework for Planning and Instruction" | Ongoing 2012 |
| Use of benchmark assessments to identify African American and other at risk students who are at basic level so that they will attend after school help for remediation. | X | | English DC | English teachers | Benchmark Data Stipend Money Lesson Resources | Benchmark assessments, student work on a monthly basis in content team | Ongoing/ June 2012 |
| Use technology during lessons so that students remain actively engaged during instruction. | | X | English DC | All English teachers equipped with technology | Smart Boards, LCD projectors, Senteos, Document Cameras | Walk through observations and implementation in Formal Lesson Plan | Ongoing/ June 2012 |

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School: Glen Burnie High School

Indicator: Beginning with the class of 2009, 100% of Glen Burnie High School diploma bound students will successfully pass the Biology High School Assessment by graduation.

Statement of Need:

- By the end of the 2009- 2010 school year 83 % of Glen Burnie High School diploma bound students had successfully passed the High School Assessment in Biology.
- 85.1 % of White students passed the Biology HSA while 76.4 % of African Americans passed the Biology HSA.

Annual Objective 3: By the end of the 2011 school year, 91.5% of Glen Burnie High School diploma bound students will have successfully passed the Biology HSA and 88.2 % of African American students will have passed the Biology HSA.

| Action Steps | EQ | DI | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|---|----|----|--------------------------|----------------------|--|--|-----------------------------------|
| Increase acquisition and use of technology so that students are actively engaged in the curriculum | | X | Science DC Science AP | All Biology teachers | Computers, current software, SMART boards, document cameras, digital microscopes, Probeware, in-service training | Walk throughs by administrators and department chair, formal and informal observations on a biweekly basis to monitor technology use | Ongoing 2012 |
| Use of student data to identify strengths and weaknesses so that planning re-teaching and remediation of skills to students can occur in a timely manner. | X | X | Science DC Science AP | All Biology teachers | Student Data on common assessments biweekly Curriculum | Benchmark assessments, formative assessments, student work and teacher made tests on a monthly basis at content team meetings. | Ongoing 2012 |

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| Use of benchmark assessments to identify African American students that are at basic level so that they may be scheduled to attend after school help. | X | | Science DC | All science teachers | Benchmark Data, Achievement Series | Benchmark assessments, student work on a monthly basis in content team meetings. | Ongoing 2012 |
| Implement proficiency grading in Matter and Energy and Biology so that all students achieve at a proficient level of 70% or better. | | | Science DC Science AP | All Matter and Energy and Biology teachers. | Teacher in-service and input for proficiency grading | Common course syllabi, common teacher planning, This will be done monthly at content team meetings. Evidence – student MP grades, benchmark data | Ongoing 2012 |
| The Biology team will examine student test data and provide timely and targeted instructional interventions so that students master assessment limits during school hours. | X | X | Science DC Science AP Biology Team Leader | Biology team teachers | Benchmark and common assessment data | Student test scores, Bio team meeting minutes to document planned interventions, looping during GO period | Ongoing J2012 |
| All teachers will incorporate before, during, and after reading strategies in daily instruction so that students receive skills needed to be successful in HSA | X | X | Science DC Science AP | All science teachers | Sue Beers <u>Reading and Writing Across the Curriculum</u> | Walkthroughs and teacher observations | Ongoing 2012 |

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School: Glen Burnie High School

Indicator: Beginning with the class of 2009, 100% of Glen Burnie High School diploma bound students will successfully pass the Government High School Assessment by graduation.

Statement of Need:

- By the end of the 2009-2010 school year, 84.7% of Glen Burnie High School diploma bound students had successfully passed the High School Assessment in Government.
- 87.8 % of White students passed the Government HSA while 77.3 % of African Americans passed the Government HSA.

Annual Objective 4: By the end of the 2011 school year, 92.4 % of Glen Burnie High School diploma bound students will have successfully passed the Government HSA and 88.7 % of African American students will have passed the Government HSA.

| Action Steps | EQ | DI | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|--|----|----|--|--------------------------------------|---|--|-----------------------------------|
| Implement proficiency grading so that all students will achieve at a proficient level or better. | X | | Social Studies DC Social Studies AP | Govt teachers | Teacher in-service and input for proficiency grading | Common course syllabi, common teacher planning, pyramid of interventions. This will be done weekly at content team meetings. | Ongoing 2012 |
| Use of benchmark assessments to identify African American students that are at basic level to attend after school help sessions. | X | X | Social Studies DC Social Studies AP | Govt teachers | Benchmark Data | Benchmark Assessments, student work on a monthly basis in content team meetings. | Ongoing 2012 |
| Increase student understanding of primary and secondary vocabulary so that students will be able to successfully unlock questions on the HSA | | | Government Team Leader | Government Team Social Studies DC | Marzano's vocabulary instructional strategies, Note cards | Bi-weekly vocabulary quizzes, evidence of vocabulary lessons in class or "go" periods | Ongoing 2012 |

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| The government team will examine student test data and provide timely and targeted instructional interventions so that students master assessments during school hours. | X | X | Government team | Social Studies DC Social Studies AP | Common planning | Meeting minutes, Go period targeted interventions, Benchmark Assessments | Ongoing 2012 |
| Use technology so that students are actively with the curriculum. | | X | Government team | Social Studies DC Content team leaders | Smart Boards, presenters, ongoing training | Evidence of planning, completion of training, student product Observations for implementation | Ongoing 2012 |
| All teachers will incorporate before, during and after reading strategies in daily instruction so that students receive the skills needed to be successful on the HSA | | X | Government team | Social Studies DC Social Studies AP | Sue Beers' <u>Reading Across the Curriculum</u> | Evidence of planning, Benchmark Assessments | Ongoing 2012 |

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School: Glen Burnie High School

Indicator: By June 2012, 80% of Glen Burnie High School graduating seniors will have completed at least one AP or Honors course.

Statement of Need:

- By the end of the 2009-2010 school year, 71.5 % of Glen Burnie High School juniors had completed at least one AP or Honors course.
- 75 % of white students completed at least one AP or Honors course while 64.5 % of African Americans students completed at least one AP or honors course.

Annual Objective: By the end of the 2010-2011 school year, 85.8 % of Glen Burnie High School graduating seniors will have completed at least one AP or Honors course and 82% of African American students will have completed at least one AP or Honors course.

| Action Steps | EQ | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|---|----|------------------------------------|--|---|--|-----------------------------------|
| Implement content specific vertical teams with the middle schools. <ul style="list-style-type: none"> • Visit with the 6th, 7th, and 8th grade teachers to discuss AP expectations and advantages. | | School based vertical team leaders | Vertical teams in middle and high schools. | Sub time for the vertical teams to meet and visit schools. | Agenda and meeting minutes from vertical team meetings and student enrollment in AP classes. | Ongoing 2012 |
| Canvas classes to encourage minority students to enroll in AP and honors courses through content and vertical teams. | X | DC's | Content area teachers Counselors | Student data, | Student enrollment in AP and honors courses, content team meetings | Ongoing 2012 |
| Train new AP teachers to facilitate and maintain integrity of AP program. <ul style="list-style-type: none"> • Mentoring programs where possible within departments between AP teachers and new AP teachers. • Training institutes/workshops provided by College Board. | | DC's | AP teachers, Department chairs | Funding to attend training, Sub time for mentoring and training | Records of individual training kept on file. | Ongoing 2012 |

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| Increase number of African American students taking AP courses and provide necessary support. <ul style="list-style-type: none"> Establish AP Parents Night. Develop after school study sessions | X | AP Guidance Counselor | Guidance AP Teachers | PSAT scores Student Data AP potential | AP class enrollment AP teacher record keeping on an ongoing basis. | Ongoing 2012 |
| Develop seminar classes to compliment AP courses | | DC's AP Administrator | AP Teachers | AP Seminar course materials | Enrollment | Ongoing 2012 |
| Identify AVID students to enroll in AP Seminar | X | AVID Coordinator | AVID Coordinator AP Teachers | AVID lists | Enrollment numbers | Ongoing 2012 |
| Use benchmark data to recommend courses | | Teachers | Teachers | Data analysis during content team meetings | Benchmark scores | Ongoing 2012 |

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School: Glen Burnie High School

Indicator: By June 2012, 100 % of Glen Burnie High School students enrolled in an AP course will sit for an AP exam.

Statement of Need:

- By the end of the 2009 -2010 school year, 72 % of Glen Burnie High School students enrolled in AP courses sat for an AP exam.
- 75 % of White students sat for an AP exam while 56 % of African Americans sat for an AP exam.

Annual Objective: By the end of the 2010 -2011 school year, 86 % of Glen Burnie High School students enrolled in an AP course will sit for an AP exam and 77.8 % of African American students enrolled in an AP course will sit for an AP exam.

| Action Steps | EQ | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|---|----|-----------------------|-------------------------|---|---|-----------------------------------|
| Increase number of African American students taking AP courses and provide necessary support. <ul style="list-style-type: none"> • Establish AP Parents Night. • Develop after school study sessions. | X | AP Guidance Counselor | Guidance AP Teachers | PSAT scores Student Data AP potential | AP class enrollment AP teacher record keeping on an ongoing basis. | June 2009 |
| Formulate AP teacher team that meets at least quarterly to discuss relevant issues and concerns. | | Principal | Guidance AP teachers | Planning Time Stipend | Agenda and meeting minutes on a quarterly basis | Ongoing |

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School: Glen Burnie High School

Indicator: By June 2012, 75% of Glen Burnie High School students who sat for the AP exam will earn a 3 or better.

Statement of Need:

- By the end of the 2009-2010 school year, 40 % of Glen Burnie High School students who sat for an AP exam scored a 3 or better.
- 36 % of White students who sat for an AP exam scored a 3 or better while 35 % of African Americans who sat for an AP exam scored a 3 or better.

Annual Objective: By the end of the 2010 -2011 school year, 70 % of Glen Burnie High School students who sit for an AP exam will score a 3 or better and 68 % of African American students who sit for an AP exam will score a 3 or better.

| Action Steps | EQ | DI | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|--|----|----|----------------------------|----------------------------|--|---|-----------------------------------|
| Design lessons that incorporate rigor and higher order thinking skills | | X | DC's AP Teachers | AP Teachers | AP Training "Rigor and Relevance Framework for Planning and Instruction" materials | Formative assessments AP test scores | |
| Analyze AP score reports to deliver differentiated instruction with the intent of increasing rigor and relevance | | X | | AP Teachers Guidance DC | Guidance Counselors Department Chairs | AP test scores | Ongoing 2012 |
| Create after school help sessions for AP students | | | Guidance DC AP Teachers | NHS Tutors AP Teachers | College Board Website Teacher sponsor Computer Lab | Sign in sheets | Ongoing 2012 |

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School: Glen Burnie High School

Indicator: By June 2012, 75% of Glen Burnie High School seniors in NCLB student groups will take the SAT, ACT or the Accuplacer.

Statement of Need:

- By the end of the 2009-2010 school year, 40 % of Glen Burnie High School seniors took the SAT, ACT, or Accuplacer.
- 39 % of White seniors took the SAT, ACT, or Accuplacer while 44 % of African American seniors took the SAT, ACT, or Accuplacer.

Annual Objective: By the end of the 2010-2011 school year, 70 % of Glen Burnie High School seniors will have taken the SAT, ACT, or the Accuplacer and 72 % of African American seniors will have taken the SAT, ACT, or the Accuplacer .

| Action Steps | EQ | DI | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|--|----|----|--------------------|---|---|---|-----------------------------------|
| Implement test review opportunities for students and use SAT Coach Online | | X | AP Administrator | Guidance Counselors AP Teachers | Computer Lab Software | Evaluation of test results Enrollment Roster | June 2009 |
| Implement SAT prep on Tuesdays and Thursdays. | | X | AP Administrator | AVID Coordinator | Computer Lab Software | Sign in sheets to be collected after each session. | Ongoing |
| Increase in registration of African American students in PSAT/SAT; activities to include: <ul style="list-style-type: none"> • Target increased registration by African American students by meeting with individual students. • Conducting Parent information sessions. • Saturday County Prep Class | X | | AVID Coordinator | Guidance Counselors AVID Coordinator | Meeting Space Information Handouts Facts Sheets | Agendas for faculty and DC meetings Registration numbers Copies of Handouts Dates of sign up sessions. | Ongoing |

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| <ul style="list-style-type: none"> Kaplan Test Program | | | | | | | |
| <p>Increase public awareness of SAT test taking activities to include;</p> <ul style="list-style-type: none"> Parent Information Sessions Promoting SAT to 11th and 12th grade students | X | | Principal AP Administrator Guidance DC | Admin. Staff Guidance DC's | Meeting space SAT Information Parent Handouts ConnectEd | Meeting Agendas Announcements Newsletter GBHS Website | Ongoing 2012 |

School Improvement Plan 2010-2012
Action Steps

School: Glen Burnie High School

Indicator: By June 2012, 95% of Glen Burnie High School diploma bound students in grades 9, 10, and 11 will have participated in the PSAT.

Statement of Need:

- By the end of the 2009 -2010 school year, 73 % of Glen Burnie High School diploma bound students in grades 9, 10, and 11 had participated in the PSAT.
- 73 % of White students participated in the PSAT while 75 % of African American students participated in the PSAT.

Annual Objective: By the end of the 2010-2011 school year, 87 % of Glen Burnie High School diploma bound students in grades 9, 10, and 11 will have participated in the PSAT and 87 % of African American students will participated in the PSAT.

| Action Steps | EQ | DI | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|---|----|----|-----------------------------|---------------------|---|---|-----------------------------------|
| Enroll students in the PSAT/SAT prep course. | | | AVID Coordinator Math DC | Guidance Counselors | Course Handbooks Information handouts | Counselors meeting with student seminar classes to distribute material. | Ongoing |
| Increase in registration of African American students in PSAT/SAT; activities to include: <ul style="list-style-type: none"> • Target increased registration by African American students by meeting with individual students. • Conducting Parent information sessions. (EQ) | X | | AVID Coordinator Math DC | Guidance Counselors | Meeting Space Information Handouts Facts Sheets | Agendas for faculty and DC meetings Registration numbers Copies of Handouts Dates of sign up sessions. | Ongoing |
| Implement SAT prep on Tuesdays and Thursdays. | | X | English AP | AVID Coordinator | Computer Lab Software | Sign in sheets to be collected after each session. | Ongoing |

School Improvement Plan 2010-2012
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School: Glen Burnie High School

Indicator: By June 2012, less than 20% of Glen Burnie High School students will be academically ineligible.

- By the end of the 2009 - 2010 school year, 37.5% of Glen Burnie High School students were academically ineligible.
- 34.4 % of White students were academically ineligible while 45.6 % of African American students were academically ineligible.

Annual Objective: By the end of the 2011 school year, less than 29 % of Glen Burnie High School will be academically ineligible and 32 % of African American students will be academically ineligible.

| Action Steps | EQ | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|--|----|-----------------------------------|---------------------|---|--|-----------------------------------|
| All teachers will organize GO period effectively so that students are receiving remediation or enrichment. | | Principal | Teachers | Professional Development Student Data | Walkthroughs Lesson Plans Content team meeting minutes | Ongoing 2012 |
| Use of benchmark assessments to identify African American students and other at risk students who are at basic level so that they will be directed to attend after school help sessions. | X | Team Leaders DC's AYP Coach | Teachers | Benchmark Data Stipend Money Lesson Resources | Benchmark assessments, student work on a monthly basis in content team | Ongoing 2012 |

School Improvement Plan 2010-2012
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School: Glen Burnie High School

Indicator: By June 2012, 100% of Glen Burnie High School seniors will graduate from High School

- By the end of the 2009 -2010 school year, 88% of Glen Burnie High School seniors graduated.
- 89 % of White seniors graduated while 84.2 % of African American seniors graduated.

Annual Objective: By the end of the 2011 school year, 94 % of Glen Burnie High School seniors will graduate and 92.1% of African American seniors will graduate.

| Action Steps | EQ | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|---|----|-----------------------------------|--|-------------------------------------|---|-----------------------------------|
| Implement credit recovery and remediation program so that students can graduate on time. | | Principal | All teachers Guidance Counselors | Course Offerings Student Data | Student data Refer to RST and attendance teams that meet on a weekly basis | Ongoing 2012 |
| Identify struggling African American students and develop a monthly advisory class so that they receive additional proactive academic and social support. | X | Team Leaders DC's AYP Coach | Counselors Teachers Administrators | Student Data Lesson Plans | Progress sheets done on a bi-weekly basis Team meetings | Ongoing 2010 |

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School: Glen Burnie High School

Indicator: By June 2012, no Glen Burnie High School students will dropout.

Statement of Need:

- By the end of the 2009 – 2010 school year, 1.5% of Glen Burnie High School students dropped out.
- 1.9 % of White students dropped out while 3% of African American students dropped out.

Annual Objective: By the end of the 2011 school year, less than .75% of Glen Burnie High School students will drop out and less than 1.5% of African American students will drop out.

| Action Steps | EQ | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|---|----|---------------------|--|-------------------------------------|---|-----------------------------------|
| Identify struggling African American students and develop a monthly advisory class so that they receive additional proactive academic and social support. | X | Guidance Counselors | Counselors Teachers Administrators | Student Data Lesson Plans | Progress sheets done on a bi-weekly basis Team meetings | Ongoing June 2010 |
| Implement a student retention task force to work with at risk students. | | PPW | PPW Guidance Counselors | Incentives | Student data will be reviewed at staff and attendance meetings. | Ongoing June 2010 |

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School: Glen Burnie High School

Indicator: By June 2012, Glen Burnie High School will be in 100% compliance with both state and federal Special Education mandates.

Statement of Need:

By the end of the 2009-2011 school year:

- _____ 2% of students with disabilities were suspended over 10 days.
- _____ Percent of timeline compliance for Annual Reviews, Re-Evaluations, and Initial Eligibility was 90%
- _____ Percentage of time students with disabilities were in the general education setting (LRE) was 65%

Annual Objective 1: For the 2010-2011 school year, 1% or less of special education students will be suspended.

Annual Objective 2: For the 2010-2011 school year, timeline compliance for Annual Reviews, Re-Evaluations, and Initial Eligibility will increase to 95%.

Annual Objective 3: For the 2010-2011 school year, the percentage of time students with disabilities will be in (LRE) will increase to 80%.

Annual Objective 4: Compliance with Transition Planning for students with disabilities at age 14 or over will remain at 100%.

School Improvement Plan 2010-2012
Action Steps

School: Glen Burnie High School

Goal II- Safe and Supportive Learning Environment: By June 2012, all students will be educated in a safe, positive, and supportive learning environment with a focus on security enhancements that support system wide safety and discipline.

Indicator: By June 2012, there will be a 20 % reduction in the number of Glen Burnie High School students who receive one or more referrals, suspensions, and expulsions for each student group.

Statement of Need:

- By the end of the 2009-2010 school year, 39% Glen Burnie High School students received one or more referrals.
- 34 % of White students received one or more referrals while 52 % of African students received one or more referrals.

Annual Objective: By the end of the 2010 - 2011 school year, less than 29 % of Glen Burnie High School students will receive one or more referrals and less than 42 % of African American students will receive less than one or more referrals.

| Action Steps | EQ | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|---|----|--|---|---|--|-----------------------------------|
| Expand the school wide PBIS program to include staff training prior to the beginning of the school year. The training should include the expectations of teachers regarding PBIS and disciplinary policies. | X | PBIS Administrator PBIS team consisting of teachers from all departments. | Teachers, Guidance Counselors, Administrators | SWIS Data Minor Incident Reports Teacher In-service | Review SWIS data at monthly PBIS meetings. | Ongoing |
| Include PBIS training in each month's department meeting. The subject of the training will be determined by the PBIS team monthly. | X | Gail Lees & PBIS team consisting of teachers from all departments. | Teachers, Guidance Counselors, Administrators | SWIS Data Minor Incident Reports Teacher In-service | Review SWIS data at monthly PBIS meetings. | Ongoing |

School Improvement Plan 2010-2012
Action Steps

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|---|---|----------------------------|-------------------------------|--|---|---------|
| Implement a Check-In Mentor program for students. | | Mentor Teacher Team | PBIS team | Mentor Training | Anecdotal notes Meeting agendas | Ongoing |
| Incorporate Decision Making Program in helping students make better choices. | | Behavioral Interventionist | Counselors, Administrators | Decision making room, programmed decision making curriculum | Review of repeat number of students in Choices at monthly staff meetings. | Ongoing |
| Expand an African American male and African American female group to work on conflict resolution and good decision making strategies. | X | Guidance Counselors | Guidance Counselors | Incentive awards Meeting room | Progress sheets and SWIS data will be reviewed on a consistent basis. | Ongoing |

School Improvement Plan 2010-2012
Action Steps

School: Glen Burnie High School

Indicator: By June 2012, there will be a 20% reduction in the number of Glen Burnie High School students who receive one or more referrals, suspensions, and expulsions for each student group.

Statement of Need:

- By the end of the 2009-2010 school year, 385 (19 %) Glen Burnie High School students received one or more suspensions.
- 192 (16%) White students received one or more suspensions while 165 (27%) African American students received one or more suspensions.

Annual Objective: By the end of the 2010-2011 school year, less than 327 Glen Burnie High School students will receive one or more suspensions and less than 143 African American students will receive one or more suspensions.

| Action Steps | EQ | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|--|----|--------------------------|---|---|--|-----------------------------------|
| Administrators and staff members will maintain clear and consistent behavior and disciplinary standards for all students so that a positive and safe school climate can be upheld. | X | Principal Administrators | Administration, counselors, Teachers, Staff members | Student Handbooks, Admin Discipline Matrix | SWIS data | Ongoing 2012 |
| The Regular School Team (RST) will develop plans to address the needs of students that exhibit chronic negative behaviors so that students develop positive ways to deal with conflicts. | X | RST Administrator | RST | Planning Materials | SWIS data | Ongoing 2012 |
| Develop school wide PBIS program | X | PBIS Administrator | Teachers, Guidance Counselors, Administrators | SWIS Data Minor Incident Reports Teacher In-service | Review SWIS data on a monthly basis at staff meetings. | Ongoing 2012 |

School Improvement Plan 2010-2012
Action Steps

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|--|---|----------------------------|----------------------------|---|---|--------------|
| Incorporate Decision Making Program in student conflict resolution. | | Behavioral Interventionist | Counselors, Administrators | Decision making room, programmed decision making curriculum | Review of repeat number of students in Choices at monthly staff meetings. | Ongoing 2012 |
| Develop an African American male and African American female group to work on conflict resolution and good decision making strategies. | X | Guidance Counselors | Guidance Counselors | Incentive awards Meeting room | Progress sheets and SWIS data will be reviewed on a weekly basis. | Ongoing 2012 |
| Develop a Hispanic group to work on conflict resolution and good decision making strategies. | X | Guidance Counselors | Guidance Counselors | Incentive awards Meeting room | Progress sheets and SWIS data will be reviewed on a weekly basis. | Ongoing 2012 |

School Improvement Plan 2010-2012
Action Steps

School: Glen Burnie High School

Indicator: By June 2012, there will be a 20% reduction in the number of Glen Burnie High School students who receive one or more referrals, suspensions, and expulsions for each student group.

Statement of Need:

- By the end of the 2009-2010 school year, 5 Glen Burnie High School students received one or more expulsions.
- 0 White students received one or more expulsions while 5 African students received one or more expulsions.

Annual Objective: By the end of the 2009-2010 school year, 0 Glen Burnie High School students will receive one or more expulsions and 0 African American students will receive one or more expulsions.

| Action Steps | EQ | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|--|----|----------------------------|---|---|---|-----------------------------------|
| Develop an African American male and African American female group to work on conflict resolution and good decision making strategies. | X | Guidance | Guidance Counselors | Incentive awards Meeting room | Progress sheets and SWIS data will be reviewed on a consistent basis. | Ongoing 2012 |
| Incorporate Decision Making Program in student conflict resolution. | X | Behavioral Interventionist | Counselors, Administrators | Decision making room | Review of repeat number of students in Choices at monthly staff meetings. | Ongoing 2012 |
| Develop school wide PBIS program | X | PBIS Administrator | Teachers, Guidance Counselors, Administrators | SWIS Data Minor Incident Reports Professional Development | Review SWIS data on a monthly basis at staff meetings. | Ongoing 2012 |

School Improvement Plan 2010-2012
Action Steps

School: Glen Burnie High School

Goal IV- Community Engagement: By June 2012, all Anne Arundel County Public Schools students will be educated in schools that are family- friendly, welcoming environments.

Indicator: By June 2012, 90% of parents and select community members will indicate that schools communicate effectively and are welcoming.

Annual Objective: By June 2011, 85% parents and select community members will indicate that schools communicate effectively and are welcoming.

| Action Steps | EQ | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when complete |
|--|----|--------------------|---------------------|-------------------------------------|---------------------------------------|----------------------------------|
| Have a PTSO membership drive during Back to School Night | | Principal | PTSO | Refreshment & PTSO Pamphlets | Contact information collected | Ongoing 2012 |
| PTSO develop a community involvement event focusing on communities with high concentrations of African American families. (EQ) | X | PTSO President | PTSO | Promotional materials | Memberships increases | Ongoing 2010 |
| Invitations to parents from principal for Back to School Night. | | Principal | Principal | ConnectEd | Attendance at Back to School night | Ongoing 2010 |
| Coffee with the principal each month at various locations. | | Principal | Principal and PTSO | Meeting locations | Attendance at monthly events | Ongoing 2010 |
| Create an Electronic Newsletter for parents | | Media Specialist | All GBHS staff | Email address database | Level of increased parent involvement | Ongoing 2010 |

School Improvement Plan 2010-2012
Action Steps

School: Glen Burnie High School

By June 2012, all Anne Arundel County Public Schools students will be educated in schools that are family- friendly, welcoming environments.

Goal Indicator: By June 2012, 90% of parents and select community members will indicate that schools communicate effectively and are welcoming.

Annual Objective: By June 2011, Glen Burnie High School will host a minimum of two activities; meetings, parent- teacher conferences, in its community.

| Action Steps | EQ | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|---|----|--------------------|------------------------|-------------------------------------|--|-----------------------------------|
| Implement a monthly coffee with the Principal at various community locations including areas with a high concentration of African American families | X | Principal | Administration | Meeting Locations | Survey of community at each meeting. Sign in sheet at meetings | Ongoing |
| PTSO will develop a minimum of 2 community involvement events. | X | PTSO President | PTSO GBHS Principal | Promotional materials | Increase in PTSO membership. Community surveys | Ongoing |

School Improvement Plan 2010-2012
Action Steps

School: Glen Burnie High School

By June 2012, all Anne Arundel County Public Schools students will be educated in schools that are family- friendly, welcoming environments.

Indicator: By June 2012, 90% of parents and select community members will indicate that schools communicate effectively and are welcoming.

Annual Objective: By June 2011, there will be an increase in the number of parents, surrogates, families of African American, Hispanic, Farms, and Special Education students participating in CAC/PTSO meetings and activities.

| Action Steps | EQ | Person Responsible | Implementation Team | Resources/ Staff Development Needed | Monitoring Procedure/ Evidence | End Date/Check off when completed |
|--|----|--------------------|---------------------|-------------------------------------|---------------------------------------|-----------------------------------|
| Have a PTSO membership drive during Back to School Night | | Principal | PTSO | Refreshments & PTSO Pamphlets | Contact information collected | Sept 08 |
| PTSO develop a community involvement event, including communities with a high concentration of African American families. (EQ) | X | PTSO President | PTSO | Promotional materials | Memberships increases | June 09 |
| Invitations to parents from principal for Back to School Night. | | Administration | Principal | ConnectEd | Attendance at Back to School night | Sept 08 |
| Coffee with the principal each month at various locations. | | Principal | Principal and PTSO | Meeting locations | Attendance at monthly events | June 09 |
| Create an Electronic Newsletter for parents | | SPF and PTSO | All GBHS staff | Email address database | Level of increased parent involvement | Dec 08 |

School Improvement Plan 2010-2012
Action Steps

Goal IV:-Community Engagement: Glen Burnie High will improve community involvement and community partnerships to promote active engagement and promote student achievement.

Annual Objective: To increase the number of partnerships by 10% each year.

| Action Steps | EQ | Person Responsible | Implementation Team | Resources Needed | Monitoring Procedures | End Date/Check off when completed |
|--|----|----------------------------------|--|--|---|-----------------------------------|
| Conduct recruitment events. | X | SPF | Business Advisory Board | Promotional Materials | Membership enrollment | Ongoing 2012 |
| Use career interest inventory results to identify a career cluster pathway | X | SPF | Guidance & SPF | Inventory results time with 9 th grade students | SASI student information page | Ongoing 2010 |
| Use pathway matrix to select courses | | SPF and Guidance | SPF and Guidance | Pathway documentation | Matrix Training, time before scheduling | Ongoing 2012 |
| Enrichment Activities for Career Clusters, Job Shadowing, Guest Speakers, Career Field Trips, Internships, Externships, etc. | | SPF | SPF and Guidance | Community & Business Leaders | Student and teacher evaluation forms | Ongoing 2012 |
| Partner Technology Education with the Business Advisory Board. | | Tech Ed Dept & SPF | Tech Ed Dept, SPF & BAB | Business Partners, related field trips | Feedback from students, teachers, & BAB | Ongoing 2012 |
| Plan a Signature Program by student interest and community career trends. | | SPF | Cluster teacher, SPF, BAB member(s), Admin. | Plan for 2010 implementation, stipend funds, program funds | Action plan | Ongoing 2012 |
| Communicate to staff the benefits of Goucher's Master of Education and Master of Arts in Teaching programs. Implement strategies for all teachers in | X | Media Specialist/PDS Coordinator | Dr. Lupo, Goucher Lin Blackman, Goucher PDS Administrator PDS Coordinator | Professional Development Lesson Plans | Agendas Notices Attendance logs | Ongoing 2012 |

School Improvement Plan 2010-2012
Action Steps

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| lesson design and development. | | | | | | |
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