

# Meade Senior High School School Improvement Plan 2010-11

## Goal 1: Academic Achievement

Meade High School 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 all No Child Left Behind (NCLB) groups of students will be eliminated.

### Indicators

- By the end of the 2011-12 school year, 95% of all Meade High School students will score proficient or higher in the Biology, Algebra, English and Government H.S.A. Achievement of groups based on race, gender, and socioeconomic status will not vary.

### HSA Algebra - Percentage of Students Scoring Proficient or Higher

	Year	all students	African American	American indian/ Alaskan	Asian/Pacific Islander	Hispanic	White	ELL	FARMS	SPED
	2007-08 Baseline	79.5	71.4	100	95.8	91.7	88.2	100	69.9	40.8
	2008- 09	82.5	77.8	-	100	91.3	95.5	-	70	50
	2009-10	88.7	85	-	92	80.6	95.7	-	85	64.7
<b>Targets</b>	<b>2010-11</b>	<b>92</b>	<b>90</b>	<b>-</b>	<b>95</b>	<b>87</b>	<b>100</b>	<b>-</b>	<b>90</b>	<b>79</b>

### HSA Biology - Percentage of Students Scoring Proficient or Higher

	Year	all students	African American	American indian Alaskan	Asian/ Pacific Islander	Hispanic	White	ELL	FARMS	SPED
	2007-08 Baseline	82.2	76.4	-	88.9	85.7	90.3	-	65.1	47.4
	2008- 09	83.2	76.3	-	95.7	92	91.2	-	67.2	45
	2009-10	82.8	76.3	-	88	73.5	94.2	-	66.7	47.4
<b>Targets</b>	<b>2010-11</b>	<b>89</b>	<b>85</b>	<b>-</b>	<b>92</b>	<b>88</b>	<b>95</b>	<b>-</b>	<b>79</b>	<b>70</b>

## HSA English - Percentage of Students Scoring Proficient or Higher

	Year	all students	African American	American indian Alaskan	Asian/ Pacific Islander	Hispanic	White	ELL	FARMS	SPED
	2007-08 Baseline	78.5	74.3	100	77.8	70.8	89.3	100	66.3	45
	2008- 09	85.9	82.1	-	87	84	94.4	-	81.3	55
	2009-10	84.8	79.7	-	92	75.8	94.3	60	81.9	73.7
Targets	2010-11	90	87	-	95	85	95	75	86	85

## HSA Government - Percentage of Students Scoring Proficient or Higher

	Year	all students	African American	American indian Alaskan	Asian/ Pacific Islander	Hispanic	White	ELL	FARMS	SPED
	2007-08 Baseline	86	81.3	-	89.7	85.7	93.9	-	75	38.1
	2008- 09	92.4	88.6	-	100	96	97.5	-	85.3	54.5
	2009-10	91.3	87.7	-	96.6	84.2	98.5	50	86.7	63.6
Targets	2010-11	93	91	-	100	90	100	75	91	78

2. By the end of the 2011-12 school year, 95% of all students in each NCLB student group will successfully complete both semesters of algebra I by the end of the ninth grade.

## Percentage of Ninth graders Completing Algebra I

	Year	all students	African American	American indian Alaskan	Asian/ Pacific Islander	Hispanic	White	ELL	FARMS	SPED
	2007-08 Baseline	83	76.6	80	91	66	86.5	58	70.2	65.6
	2008- 09	80.9	78.1	66.7	91.3	76.4	86.3	43.8	72.1	65.1
	2009-10	77.7	75.3	100	90.2	75.3	81.6	33.3	69.3	78.7
Targets	2010-11	86	85	100	93	85	88	60	84	87

3. By the end of the 2011-12 school year, 80% of all high school seniors in each NCLB student group will have completed at least one AP/IB or Honors course.

## Percentage of Seniors Completing at least one AP/IB/Honors Course

	Year	all students	African American	American indian Alaskan	Asian/ Pacific Islander	Hispanic	White	ELL	FARMS	SPED
	2007-08 Baseline	72.4	65.6	-	96.3	83.3	78.9	100	56.3	29.4
	2008- 09	75.7	69.7	100	96.3	85.7	80.4	100	60	32.5
	2009-10	81.6	77.2	-	96.4	82.9	86.7	60	69.3	35.7
Targets	2010-11	85	80	80	100	85	90	72	75	55

4. By the end of the 2011-12 school year, 100% of all high school seniors in each NCLB student group who have been enrolled in an AP/IB course sat for an AP/IB examination.

## Percentage of Seniors Taking the AP/IB test

	Year	all students	African American	American indian Alaskan	Asian/ Pacific Islander	Hispanic	White	ELL	FARMS	SPED
	2007-08 Baseline	68.2	62.8	0	87	53.8	72.9	75	77.3	50
	2008- 09	73.2	73.5	100	71.4	72.2	73.1	66.7	82.4	0
	2009-10	77.6	69.8	0	95.5	82.6	82.1	0	76.9	50
Targets	2010-11	88	85	85	100	92	92	-	90	75

5. By the end of the 2011-12 school year, 100% of all high school seniors in each NCLB student group who have sat for AP or IB examinations will have earned 3 or better on AP examinations or 4 or better on IB examinations.

## Percentage of Seniors Scoring a 3 or Higher on an AP Exam

	Year	all students	African American	American indian Alaskan	Asian/ Pacific Islander	Hispanic	White	ELL	FARMS	SPED
	2007-08 Baseline	62.5	37	60	65.3	56.9	65.6	50	46.4	38.5
	2008- 09	60.4	42.2	40	65.8	58.6	63.4	37.5	36.1	50
	2009-10	47.4	35.8	0	47.6	63.2	56.5	0	40	0
<b>Targets</b>	<b>2010-11</b>	<b>75</b>	<b>75</b>	<b>75</b>	<b>75</b>	<b>75</b>	<b>75</b>	<b>75</b>	<b>75</b>	<b>75</b>

6. By the end of the 2011-12 school year, 75% of all high school seniors in each NCLB student group will take the SAT, ACT.

## Percentage of Seniors Taking SAT/ACT

	Year	all students	African American	American indian Alaskan	Asian/ Pacific Islander	Hispanic	White	ELL	FARMS	SPED
	2007-08 Baseline	46.5	47.2	-	77.8	33.3	40	50	32.4	11.8
	2008- 09	49.6	54.1	-	66.7	45.7	35.5	33.3	35.6	14.3
	2009-10	60.6	58.8	50	85.7	58.5	59.3	40	45.5	7.1
<b>Targets</b>	<b>2010-11</b>	<b>67</b>	<b>65</b>	<b>65</b>	<b>90</b>	<b>68</b>	<b>68</b>	<b>60</b>	<b>60</b>	<b>20</b>

7. By the end of the 2011-12 school year, Meade High School will meet the graduation rate of 98% (for each NCLB student group) established by the Maryland State Department of Education.

## Graduation Rate

	Year	all students	African American	American indian Alaskan	Asian/ Pacific Islander	Hispanic	White	ELL	FARMS	SPED
	<b>2007-08 Baseline</b>	86.02	82.53	-	96.43	86.36	90.91	-	79.22	66.76
	2008- 09	93.9	93.8	-	100	100	90.63	100	94.12	82.3
	2009-10	91.4	88.8	-	96.7	95.1	93.8	100	86.5	71.4
<b>Targets</b>	2010-11	94	92	-	98	98	98	100	92	83

8. By the end of the 2011-12 school year, Meade High School will have reached a dropout rate of less than 3% (for each NCLB student group) established by MSDE.

### Student Drop Out Rate in Percentage

	Year	all students	African American	American indian Alaskan	Asian/ Pacific Islander	Hispanic	White	ELL	FARMS	SPED
	<b>2007-08 Baseline</b>	2.9	3.89	0	.74	.51	1.99	0	4.17	6.02
	2008- 09	1.7	.1	0	.04	.2	.5	-	-	.08
	2009-10	2.1	.02	-	-	-	.01	-	-	-
<b>Targets</b>	2010-11	0	0	0	0	0	0	0	0	0

9. By the end of the 2011-12 school year, 85% of all ninth grade students in each NCLB student group will have a cumulative GPA of 2.0 or above.

### Ninth Graders with a 2.0 or above in Percentage

	Year	all students	African American	American indian Alaskan	Asian/ Pacific Islander	Hispanic	White	ELL	FARMS	SPED
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	<b>2007-08 Baseline</b>	<b>61.2</b>	<b>58.5</b>	<b>-</b>	<b>83.9</b>	<b>50.8</b>	<b>66.9</b>	<b>64.7</b>	<b>47.4</b>	<b>45.8</b>
	<b>2008- 09</b>	<b>63.9</b>	<b>55.9</b>	<b>33</b>	<b>80.5</b>	<b>68.9</b>	<b>75.3</b>	<b>59.5</b>	<b>-</b>	<b>32.85</b>
	<b>2009-10</b>	<b>59.8</b>	<b>51.8</b>	<b>100</b>	<b>92.9</b>	<b>59</b>	<b>71.5</b>	<b>66.7</b>	<b>-</b>	<b>33.9</b>
<b>Targets</b>	<b>2010-11</b>	<b>75</b>	<b>65</b>	<b>100</b>	<b>100</b>	<b>80</b>	<b>78</b>	<b>75</b>	<b>-</b>	<b>60</b>

**10. By the end of the 2011-12 school year, 80% of seniors in will indicate their intent to attend a 2 or 4-year college based upon exit survey.**

	<b>Year</b>	<b>2 year college</b>	<b>4 year college</b>	<b>Total 2 and 4 year.</b>
	<b>2007-08 Baseline</b>	33	45	78
	<b>2008- 09</b>	34	46	80
	<b>2009-10</b>	33	49	82
<b>Targets</b>	<b>2010-11</b>	34	50	84

## **2010-11Action Steps**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Implementation Team</b>	<b>Resources Needed</b>	<b>Monitoring Procedure</b>	<b>End Date</b>
1. Encourage students to participate in the AP or IB Layaway Plan(s) for test payment	STC , AP Coordinator, IB Coordinator	STC , AP Coordinator	funds for publications and promotions	Increase number of students taking the AP Tests	<b>6/2011</b>
2.. Tap lesson, flyers, , am and pm announcements, posters to target 11th and 12th grade students regarding	Tap team, Int. Acad. students/teachers	TAP teachers	Collegeboard.com TAP appropriate materials	Collected and kept in student TAP	<b>6/2011</b>

SAT/ACT/TOEFL/ Accuplacer				folders	
3. Meet with senior students to discuss ACT/SAT/TOEFL/Accuplacer individually	Guidance counselors with seniors	Guidance counselors with seniors	Meeting place, student schedules	On Senior sign off	6/2011
4. Sessions for students and staff to inform and discuss how to be successful on SAT/ACT/TOEFL/ Accuplacer ( after school, during TAP, for seniors during PSAT)	College and career readiness subcommittee.	Guidance College and career readiness subcommittee.	Funding for financial aid for student workshops	Calendar of events	6/2011
5. Establish a professional development calendar that will provide teachers the opportunity to attend workshops to incorporate techniques to enhance student performance.	AYP specialist, ILT	AYP specialist, ILT	Time for collaboration, teacher needs/suggestions	Meeting Minutes, calendar	6/2011
6. Identify classrooms where co-teachers demonstrate each of the five key practices to support special education students and increase their achievement	ELL / IEP / 504 Support Committee Subcommittee	ELL / IEP / 504 Support Committee Subcommittee	Time, teacher schedules	Teachers providing observable model lessons	6/2011
7. Set-up times where co-teachers can observe other teams and reflect on best practices.	Special Education Administrator S.I.T. Chairperson	ELL / IEP / 504 Support Committee Subcommittee	Release time from duty and schedule of classrooms to observe	Feedback forms, Subcommittee minutes from debriefing session.	6/2011
8. Utilize the TAP program to create positive student/teacher relationship through interactive lessons based on character lesson, weekly articles and lessons on the school specialty areas	TAP Planning team	TAP Teachers	Funding once grant expires to teacher prep time and supplies	Following tap calendar	6/2011
9. Research college admissions requirements from traditional 2- and 4-year colleges where MHS students typically seek admissions and have students compare that information to their transcripts and make note of needed requirements.	Guidance, Media Specialist, AVID Site Coordinator	College and Careers/AVID SiteTeam	Allotted time for research; computer and Internet for research	Increased # of students applying to 2- and 4- year colleges.	6/2011
10. Research freshman college requirements and compare those with requirements of HS students and utilize the guidance inventory to see deficiencies.	Guidance, AVID Site Coordinator	College and Careers/AVID SiteTeam	Allotted time for research; computer and Internet for research	Increased levels of rigor in the classroom and school-wide	6/2011
11. Provide support to students who: a. did not pass Algebra or English 10 HSA during the May 2010 cycle b. Are currently in Algebra I and scored basic on the MSA test c. Are currently in English 10 and did poorly on English 9 benchmarks d. Have been designated to have the possibility of qualifying for the national merit scholarship e. Need to pass the bridge projects to fulfill graduation requirements.	ILT	ILT, content team teachers	Msa score results, hsa test results	Advisory lessons, pre and post assessments	6/2011

## **Goal 2: Safe and Supportive Learning Environment**

**Meade Senior High School 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 standards. Meade High School will eliminate disparities among all NCLB student groups in referral, suspension, and expulsion rates for violation of student and school conduct guidelines.**

### **Indicators**

1. 95 % of students, parents, and faculty responding to an annual climate survey and/or informal questionnaire will indicate that they feel safe at school and believe students are well behaved. And 100% of school will be “safe” in accordance with the definition established by MSDE in compliance with the *No Child Left Behind Act*.

	Year	Parents	Student	Staff
	2007-08 Baseline	67.4	45.8	89.6
	2008- 09	74	58	92
	2009-10	84	-	-
<b>Targets</b>	2010-11	90	90	90

2. The imposition of discipline measure (suspensions, extended suspensions, and expulsions) will not vary among all subgroup student populations.

### Percentage of Students Suspended

	Year	all students	African American	American indian Alaskan	Asian/ Pacific Islander	Hispanic	White	ELL	FARMS	SPED
	2007-08 Baseline	23	27	15	12	29	15	15	31	35
	2008- 09	22.5	28.3	27.3	9.7	24.6	11.5	19	31.1	38.1
	2009-10	18.5	23.3	-	10.6	17.1	9.8	19.6	25.2	31.2
<b>Targets</b>	2010-11	14	18	-	5	12	4	15	20	22

### Percentage of Students Expelled

	Year	all students	African American	American indian Alaskan	Asian/ Pacific Islander	Hispanic	White	ELL	FARMS	SPED
	2007-08 Baseline	0.09(2)	0.15(2)	-	-	-	-	-	-	0.43(1)
	2008- 09	.1	.2	-	-	-	-	-	-	.4
	2009-10	.1	.2	-	-	-	-	-	.1	-
<b>Targets</b>	2010-11	0	0	-	-	-	-	-	0	-

### Percentage of Students On Extended Suspension

	Year	all students	African American	American Indian Alaskan	Asian/Pacific Islander	Hispanic	White	ELL
	<b>2007-08 Baseline</b>	2.7	3.8	-	4	1.8	.2	-
	2008- 09							
	2009-10							
<b>Targets</b>	<b>2010-11</b>							

3. By the end of the 2011-12 school year, there will be a 25% reduction in the Percentage of Meade students receiving one or more referrals, suspensions, and expulsions for each NCLB group.

	Year	Percentage of students referred 1 or more times	Percentage of Students suspended one or more times
	<b>2007-08 Baseline</b>	53	34
	2008- 09	40.6	22.5
	2009-10	33.9	18.5
<b>Targets</b>	<b>2010-11</b>	30	12

### 2010-11 Action Steps

Action Steps	Person(s) Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check-off when completed
1. Conduct PBIS "Tips of the Month" for teachers on how to create positive student-teacher relationships and safe classrooms. Distribute electronically by PBIS team.	- "Tip of the Month" subcommittee to devise tips and distribute to the staff	PBIS Committee	Data of problem areas Research-based articles	PBIS Committee monitor progress of subcommittee at monthly PBIS meetings	6/2011
2. Conduct small teacher "focus group" to	PBIS committee	PBIS Committee	Referral Data	PBIS Committee to	6/2011

reduce referrals and improve behavior management(Classroom vs. Office) and suggested classroom consequences.				monitor implementation and improvement	
3. Increase consistency of Meade Buck (MB) implementation. <i>Every Meade Buck exchange is a positive student-teacher interaction.</i>	- Committee members to monitor teacher mailboxes and extra MB box each week	PBIS Committee	Paper for MB copies  Time for teachers  MB Template	Raffle to monitor which teachers use MB's and how many MB's are being used Students can use Meade Bucks at the school store.	6/2011
4.Fostering an environment which encourages student leadership within the school community by increasing participation in extra-curricular activities	Student leadership committee	Student leadership committee	Extracurricular list	Number of students participating And communication with sponsors	6/2011

### **Goal 3: Workforce Quality**

Meade Senior High School will ensure and maintain a work environment of respect and mutual collaboration by attracting and retaining a quality work force that demonstrates a commitment to providing a positive learning environment, values diversity, and reflects the diversity of the County and relative labor market.

#### **Indicators**

1. Refer to indicators and baseline data as specified in the Anne Arundel County Public Schools goals set. These indicators are related to the following areas of concentration: increase overall representation of underrepresented groups, increase the percentage of Highly Qualified Teachers in all core areas and across all school levels, increase the number of paraprofessionals who are eligible to be designated as Highly Qualified, and improve and expand the ability to retain qualified teachers and support staff so as to reduce the percentage of voluntary resignations and/or transfers.

	Year	Highly qualified	APC	SPC	RTC	conditional
	<b>2007-08 Baseline</b>	23.6%	49.4%	29.1%	1%	17.7%
	<b>2008- 09</b>	21.7%	52.8%	31.5%	0%	12.4%
	<b>2009-10</b>	28.8%	60%	29.6%	1%	8.9%
<b>Targets</b>	<b>2010-11</b>	61%	59.8%	34.6%	1%	4.7%

### 2010-11 Action Steps

Action Steps	Person(s) Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check-off when completed
1. Recognize teachers for their efforts and use of PBIS strategies (e.g., Passing of the Mustang; Raffle Rewards)	PBIS Team Department Chairs	PBIS Committee	Teacher rewards/incentives	PBIS Team monitor weekly raffle and Passing of the Mustang	Ongoing

## Goal 4: Community Engagement

Meade Senior High School Students will be educated in schools that are family-friendly, welcoming environments. Meade High School will eliminate disparities in parent and community representation and participation in traditional and non-traditional school-community activities.

### Indicators

- By the end of the 2008-09 school year, 75%, and by the end of the 2011-12 school year, 90% of parents and select community members will indicate that schools communicate effectively and are welcoming environments. This will be accomplished via surveys, focus groups, etc.

### **Meade High School Communicates Effectively and is Welcoming**

		Administrative Relationships are positive	Information Available to Parents and students is adequate	Communication to parents and Students by teachers is effective
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4. By the end of the 2011-12 school year, Meade Senior High School will increase by 30% the number of partnerships with business/community/faith-based organizations.

	Year	Partnerships
	2007-08 Baseline	25
	2008- 09	49
	2009-10	75
<b>Targets</b>	<b>2010-11</b>	

5. By the end of the 2010-11 school year, Meade High School will host a minimum of 2 activities, meetings, conferences, etc. in the community.

Date	Location	Facilitator	Agenda

Action Steps	Person(s) Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/Check-off
1. Increase participation in PTSA activities and volunteers by 10% through a series of recruitment efforts.	PTSA leadership, Administration	PSTA leadership, PSTA liaison	None	Roster of PTSA members, surveys, polls, etc.	6/2011
2.Facilitate Integrated Community Stakeholders Team for Homeland Security Signature Program. Increase Cluster Advisors and/or business advisory board members by 5.	Cluster leaders, ICST	Cluster leaders, ICST	none	Participation record for business and community participants in school programs	6/2011
3.Implement County Community Collaboration initiative to include regular school/cluster meetings (including one in the community) and involvement in community organizations	Administration, PTSA, cluster Team, SPF, SBM	Administration, CCF. Guidance	None	Report system.list	6/2011
4.Facilitate connections and programs between	Administration,	Administration,	None	List of community	6/2011

community organizations and Meade High School	Guidance, ILT	Guidance, ILT		events	
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## 2010-11 Action Steps

### Goal 5: Equity

Meade senior High School will address the diversity that students and staff bring to the learning environment and organize classrooms to support the academic achievement and success of all students.

#### Indicators

1. **By the end of the 2011/2012 school year, the indicators requiring parity among and between all NCLB student groups will have been achieved in the areas designated in the Academic Achievement and Safe and Supportive Learning Environment goals.**
2. **By the end of the 2011/2012 school year, Meade High School will demonstrate a commitment to equity based on the AACPS definition and criteria for equitable schools**

*For further information and/or questions regarding the 2010-11 Meade High School Improvement Plan, please contact Principal Daryl Kennedy ([dekennedy@aacps.org](mailto:dekennedy@aacps.org)) (410-674-7710) or Bill Sheppard ([wsheppard@aacps.org](mailto:wsheppard@aacps.org)) (410-674-7710).*