

Severna Park High School

School Improvement Plan

10-11



Home of the Falcons!
A Tradition of Excellence

Table of Contents

GOAL I - ACADEMIC ACHIEVEMENT	3
○ Institutionalized Strategies	
○ 1.1 - 1.16	4 - 7
○ Action Steps	
○ 1.1 Completion of Algebra I by the end of the ninth grade	8
○ 1.2 Algebra HSA	9
○ 1.3 Biology HSA	10
○ 1.4 English HSA	11
○ 1.5 Government HSA	12
○ 1.6 Participate in PSAT	13
○ 1.7 Complete at least one AP or Honors course.....	14
○ 1.8 Student enrolled in an AP course will sit for one AP exam.....	15
○ 1.9 Students who sat for AP exam earn a 3 or better.....	16
○ 1.10 Students taking SAT, ACT, or Acuplacer.....	17
○ 1.11 Exceed annual national average on SAT and ACT	18
○ 1.12 Graduation rate	19
○ 1.13 Dropout rate	20
○ 1.14 Intend to attend a 2 year or 4 year college	21
○ 1.15 9 th grade student GPA of 2.0 or above	22
○ 1.16 Racial and ethnic disproportion rate in special education	23
 GOAL II – SAFE AND SUPPORTIVE LEARNING ENVIRONMENT	 24
○ Institutionalized Strategies	
○ 2.1, 2.2, 2.3	25
○ Action Steps	
○ 2.1 One or more referrals	26
○ 2.2 One or more suspensions	27
○ 2.3 One or more expulsions	28
 GOAL IV – COMMUNITY ENGAGEMENT	 29
○ Action Steps	
○ 3.1 Activities, meetings, etc. in community	30
○ 3.2 Activity involving elementary, middle and high school hosted at SPH	31

School Improvement Plan 2010-2011
Action Steps

School: Severna Park High School

GOAL I - ACADEMIC ACHIEVEMENT

All diploma-bound 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 all No Child Left Behind (NCLB)* groups of students will be eliminated.

Institutionalized Strategies (Ongoing strategies implemented by faculty on a regular and consistent basis):

GOAL I - ACADEMIC ACHIEVEMENT

1.1 By the end of the 2011/2012 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.

- And -

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

Institutionalized Strategies (Ongoing strategies implemented by faculty on a regular and consistent basis):

- Implement effective reading instructional strategies in Algebra I classrooms.
- Implement the “Falcon Flight” program designed to improve achievement for African-American students. Falcon Flight committee meets weekly with students to monitor student progress and meets monthly with parents/students to provide support systems for students and parents.
- Math DC tracks time that each class spends in the lab on cognitive tutor.
- Provide common planning time for regular education and special education teachers who teach in a co-taught setting.
- Provide students with explicit, direct instruction required for successful completion of Algebra I.
- Implement “Cognitive Tutor” software in Algebra I classes.
- Algebra I teachers share instructional strategies during weekly horizontal (content) team meetings.
- Algebra I teachers monitor closely the achievement of all student-groups.
- Provide students with explicit, direct instruction required for the HSA.
- Incorporate HSA-aligned assessment items to be infused in daily instruction.
- Provide remediation for students who received Algebra credit but have not passed the HSA.

1.2, 1.3, 1.4, 1.5

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

Institutionalized Strategies (Ongoing strategies implemented by faculty on a regular and consistent basis):

- Provide common planning time for regular education and special education teachers who teach in a co-taught setting.
- Provide students with explicit, direct instruction required for the HSA in tested areas.
- Incorporate HSA-aligned assessment items to be infused in daily instruction.
- Implement effective reading strategies in daily instruction, providing a variety of strategies to meet the needs of all learners.
- Share instructional strategies during bi-monthly horizontal (content) team meetings.
- Monitor closely the achievement of all student-groups providing follow-up to improve student success.
- Implement the “Falcon Flight” program designed to improve achievement for African-American students. Falcon Flight committee meets weekly with students to monitor student progress and meets monthly with parents/students to provide support system for students and parents.
- Mail letters home for those students who score below 58% on the Government HSA pre-test.
- Implement after-school review sessions prior to HSA testing.

1.6 By the end of the 2011/2012 school year, 95% of grade 9, 10, and 11 diploma-bound students, enrolled at the time of the test, in each NCLB student group will have participated in the PSAT.

- And -

1.11 By the end of the 2011/2012 school year, all high schools will meet or exceed the annual national average for critical reading, writing and mathematics on the SAT; and all content areas for the ACT.

Institutionalized Strategies (Ongoing strategies implemented by faculty on a regular and consistent basis):

- 9th, 10th and 11th graders participate in a school-day administration of the PSAT, with registration costs paid for by AACPS.
- Provide PSAT study guides to all students which will be distributed in English classes.
- Students participate in PSAT study guide Advisory activity.
- PSAT testing communicated to parents and students via Principal Newsletter and Connect Ed system.
- Implement National Merit Scholarship action plan through counseling center.
- Advertise registration dates and post for SAT and ACT tests.
- Administer *Accuplacer*, in conjunction with Anne Arundel Community College three times a year.
- Provide support for SAT preparation by implementing strategies into daily instruction.
- Conduct vertical and horizontal teaming in regards to SAT and ACT initiatives.
- Provide SAT Prep class during instructional day.

1.7 By the end of the 2011/2012 school year, 80% of all high school seniors in each NCLB student group will have completed at least one AP/IB or Honors course.

Institutionalized Strategies (Ongoing strategies implemented by faculty on a regular and consistent basis):

- Counsel 10th – 12th grade students using PSAT, AP Potential and AVID data for appropriate AP selection.
- Conduct “AP Parent Night” in the winter months for recruitment of AP students and to encourage rigorous pre-AP course selection.
- Counsel with students individually to encourage upward trend in course enrollment for Honors and AP classes.
- AP study group seminar for lead teachers will meet three times during the school year in regards to AP instruction and student placement.
- Identify and recruit students for enrollment in AVID program.

1.8 By the end of the 2011/2012 school year, 100% of all high school seniors in each NCLB student group who have been enrolled in at least one AP/IB course will have sat for an AP/IB examination.

Institutionalized Strategies (Ongoing strategies implemented by faculty on a regular and consistent basis):

- Conduct “AP Parent Night” in the winter months for recruitment of AP students and to encourage rigorous pre-AP course selection.
- Conduct College Night to promote the benefits of attending college/university.

- 1.9 By the end of the 2011/2012 school year, 75% of all high school seniors in each NCLB student group who have sat for AP or IB examination will have earned 3 or better on AP examinations or 4 or better on IB examinations.**

Institutionalized Strategies (Ongoing strategies implemented by faculty on a regular and consistent basis):

- Incorporate approved/released AP exam questions in daily classroom instruction.
- Conduct “AP Parent Night” in the winter months to explain the benefits of student success on AP exam.
- AP teacher training is available and provided to all AP teachers.

- 1.10 By the end of the 2011/2012 school year, 75% of all high school seniors in each NCLB student group, in each high school, will take the SAT, ACT or the Accuplacer.**

Institutionalized Strategies (Ongoing strategies implemented by faculty on a regular and consistent basis):

- Registration dates are advertised and posted for SAT and ACT tests.
- AACC visits Severna Park High School 3 times a year to present and administer the Accuplacer.
- AVID teachers advertise SAT and ACT testing dates.

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

- And -

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

Institutionalized Strategies (Ongoing strategies implemented by faculty on a regular and consistent basis):

- Provide counseling and support from Counselors and Administrators to students identified as being in danger of dropping out or failing courses.
- Provide credit recovery options (Evening High School and Summer School) for students failing classes required for graduation.
- Provide career connection programs as alternative paths to successful retention and graduation.
- Meet bi-monthly as the Regular School Team (RST) to identify students who are not meeting with success and to evaluate students who may be disabled and in need of special education services or qualify for accommodations under section 504.

- 1.14 By the end of the 2011/2012 school year, 80% of seniors in each NCLB student group will indicate their intent to attend a 2-year or 4-year college based upon the Maryland State Department of Education senior exit survey.**

Institutionalized Strategies (Ongoing strategies implemented by faculty on a regular and consistent basis):

- Counselors meet with students individually to encourage enrollment in a 2-year or 4-year college/university and provide resources.
- Utilize Family Connection and Naviance to conduct senior survey.

1.15 By the end of the 2011/2012 school year, 85% of all ninth grade students in each NCLB student group will have a cumulative Grade Point Average (GPA) of 2.0 or above.

- And -

1.16 By the end of the 2011/2012 school year, all schools will demonstrate less than 1.5% of disproportionate racial and ethnic groups in special education as recommended by the OSEP/Westat Disproportionality task force and monitored by the Maryland State Department of Education.

- See action steps

GOAL I - ACADEMIC ACHIEVEMENT

Long Range Goal Indicator: 1.1

By the end of the 2011/2012 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.

% of all students in each NCLB student group who have successfully completed both semesters of Algebra I by the end of the ninth grade.

	2005-06		2006-07		2007-08		2008-09		2009-10	
	Algebra Completer #	Algebra Completer %	Algebra Completer #	Algebra Completer %	Algebra Completer #	Algebra Completer %	Algebra Completer #	Algebra Completer %	Algebra Completer #	Algebra Completer %
All	396	89.6	442	93.2	457	96.4	441	95.0	479	96
African American	19	70.4	16	84.2	27	87.1	27	90.0	23	82.1
American Indian/Alaskan Native	0	0.0	1	100.0	-	-	1	100.0	-	-
Asian/Pacific Islander	9	75.0	19	90.5	18	100.0	18	94.7	19	100
Hispanic	4	80.0	9	90.0	6	85.7	11	100.0	10	100
White	364	91.7	397	93.9	406	97.1	384	95.3	427	96.6
FARMS	7	63.6	11	73.3	17	85.0	17	94.4	17	85
SPED	21	70.0	26	81.3	21	75.0	24	88.9	26	89.7

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Implement TEAM Teaching strategies in co-taught classrooms for Special Education students. (EQ)	Special Ed DC Principal	Alg. I Teachers Special Ed Co-Teachers	Staff development	Scores, benchmarks, classroom performance of SpEd students	May 17, 2011
Create intervention for students in target group. Target group will be students who scored Basic in MSA Grade 8 math. (EQ)	Alg. I Teachers Administration	Alg. I Teachers	Advisory Study Hall pull out for students in target group. Students who scored Basic on MSA grade 8 math	Algebra I teacher recommendations and monitoring Advisory Schedule	May 17, 2011
Extra HSA practice problems given to our target group. (EQ)	Alg. I Teachers	Math DC Alg. I Teachers	Resource Teacher	Algebra I teacher monitoring	May 17, 2011
Provide Wednesday afternoon help sessions for target group. (EQ)	Alg. I teachers	Alg. I teachers	Teacher on Help Days	Teacher Help Days	May 17, 2011

GOAL I - ACADEMIC ACHIEVEMENT

Long Range Goal Indicator: 1.2

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

% of all diploma-bound 12 grade students in each NCLB student group who passed the **Algebra** High School Assessment or equivalent by graduation.

Algebra	2005-06	2006-07	2007-08	2008-09	2008-09	2008-09	2009-10	2009-10	2009-10
	Pass %	Pass %	Pass %	# passed	# failed	Pass %	# passed	# failed	Pass %
All	83.6	82.6	92.7	424	9	97.9	455	1	99.8
African American	28.6	60.0	75.0	28	4	85.7	16	0	100
Asian/Pacific Islander	90.5	93.3	94.4	11	0	100.0	23	0	100
Native American	-	-	-	1	1	0	2	0	100
Hispanic	100.0	50.0	80.0	7	0	100.0	10	0	100
White	85.2	83.2	93.5	377	4	98.9	404	1	99.8
SPED	30.0	45.2	56.0	20	3	85.0	12	1	92
FARMS	16.7	50.0	80.0	NA	NA	100	NA	NA	82

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Implement TEAM Teaching strategies in co-taught classrooms for Special Education students. (EQ)	Special Ed DC Principal	Alg. I Teachers Special Ed Co-Teachers	Staff development	Scores, benchmarks, classroom performance of SpEd students	May 17, 2011
Create intervention for students in target group. Target group will be students who scored Basic in MSA Grade 8 math. (EQ)	Alg. I Teachers Administration	Alg. I Teachers	Advisory Study Hall pull out for students in target group. Students who scored Basic on MSA grade 8 math	Algebra I teacher recommendations and monitoring Advisory Schedule	May 17, 2011
Extra HSA practice problems given to our target group. (EQ)	Alg. I Teachers	Math DC Alg. I Teachers	Resource Teacher	Algebra I teacher monitoring	May 17, 2011
Provide Wednesday afternoon help sessions for target group. (EQ)	Alg. I teachers	Alg. I teachers	Teacher on Help Days	Teacher Help Days	May 17, 2011

GOAL I - ACADEMIC ACHIEVEMENT

Long Range Goal Indicator: 1.3

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

% of all diploma-bound 12 grade students in each NCLB student group who passed the **Biology** High School Assessment or equivalent by graduation.

Biology	2005-06	2006-07	2007-08	2008-09	2008-09	2008-09	2009-10	2009-10	2009-10
	Pass %	Pass %	Pass %	# passed	# failed	Pass %	# Passed	# failed	Pass %
All	89.6	85.2	88.3	424	16	96.2	447	9	98
African American	28.6	46.7	68.8	28	7	75.0	16	0	100
Asian/Pacific Islander	95.2	86.7	94.4	11	0	100.0	22	1	96
Native American	-	-	-	1	0	100.0	2	0	100
Hispanic	100.0	50.0	100.0	7	2	71.4	9	1	90
White	91.5	86.7	88.6	377	7	98.1	398	7	98
SPED	30	64.3	56.0	20	6	70.0	16	1	94
FARMS	50	50.0	60.0	NA	NA	100	NA	NA	86

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Implement TEAM Teaching strategies in co-taught classrooms for SpEd students. (EQ)	SpEd DC Principal	Teachers SpEd Co-Teachers	Staff development	Scores, benchmarks, classroom performance of SpEd students	May 17, 2011
Identify students who will be eligible to take the modified HSA. (EQ)	Biology teachers Science DC	Biology teachers	SASI Data	Scores, benchmarks, classroom performance	May 17, 2011
Modify instruction for the spring review sessions to include more practice with SR's for related topics.	Biology teachers	Biology teachers	HSA items HSA data	HSA scores	May 17, 2011
Target 11 th graders who are close to cut score for remediation. (EQ)	Science Teachers	Science DC	Dashboard	Student scores	May 17, 2011
Conduct collaborative planning sessions via department for instructional planning and data analysis. (EQ)	Science DC	Principal Science DC Biology Teachers	Collaborative Planning Sessions scheduled 4 th Tuesday	Student scores	May 17, 2011

GOAL I - ACADEMIC ACHIEVEMENT

Long Range Goal Indicator: 1.4

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

% of all diploma-bound 12 grade students in each NCLB student group who passed the **English 2** High School Assessment or equivalent by graduation.

English	2005-06	2006-07	2007-08	2008-09	2008-09	2008-09	2009-10	2009-10	2009-10
	Pass %	Pass %	Pass %	# Passed	# failed	Pass %	# Passed	# failed	Pass %
All	74.4	83.6	84.3	424	17	96.0	437	19	96
African American	21.4	40.0	56.3	28	3	89.3	13	3	81
Asian/Pacific Islander	81.0	93.3	83.3	11	1	90.9	22	1	96
Native American	-	-	-	1	0	100.0	2	0	100
Hispanic	-	50.0	100.0	7	0	100.0	9	1	90
White	76.2	85.0	85.3	377	13	96.6	391	14	97
SPED	16.7	33.3	32.0	20	7	65.0	13	4	76
FARMS	33.3	50.0	80.0	NA	NA	100.0	NA	NA	86

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Implement TEAM Teaching strategies in co-taught classrooms for SpEd students. (EQ)	SpEd DC Principal	Teachers SpEd Co-Teachers	Staff development	Scores, benchmarks, classroom performance of SpEd students	May 17, 2011
Target 11 th graders who are close to cut score for remediation. (EQ)	English Teachers	English DC	Dashboard	Student scores	May 17, 2011
Conduct collaborative planning sessions via department for instructional planning and data analysis. (EQ)	English DC	Principal English DC English Teachers	Collaborative Planning Sessions scheduled 4 th Tuesday	Student scores	May 17, 2011

GOAL I - ACADEMIC ACHIEVEMENT

Long Range Goal Indicator: 1.5

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

% of all diploma-bound 12 grade students in each NCLB student group who passed the **Government** High School Assessment or equivalent by graduation.

Government	2005-06	2006-07	2007-08	2008-09	2008-09	2008-09	2009-10	2009-10	2009-10
	Pass %	Pass %	Pass %	# Passed	# failed	Pass %	# Passed	# failed	Pass %
All	86.7	80.9	84.3	424	13	97.0	452	4	99
African American	50.0	60.0	62.5	28	3	89.3	16	0	100
Asian/Pacific Islander	90.5	80.0	88.9	11	0	100.0	23	0	100
Native American	-	-	-	1	1	0	2	0	100
Hispanic	100.0	50.0	80.0	7	0	100.0	10	0	100
White	87.8	81.9	85.0	377	9	97.6	401	4	99
SPED	36.7	50.0	52.0	20	4	80.0	16	1	94
FARMS	33.3	66.7	40.0	NA	NA	100	NA	NA	93

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Monitor progress of lowest performing groups and providing follow-up to improve student success. (EQ)	Social Studies DC	U.S. Gov. teachers Test Coordinator	Scores, benchmarks, classroom performance	Scores, benchmarks, classroom performance Reports of interventions	May 17, 2011
Implement TEAM Teaching strategies in co-taught classrooms for SpEd students. (EQ)	SpEd DC Principal	Teachers SpEd Co-Teachers	Staff development	Scores, benchmarks, classroom performance of SpEd students	May 17, 2011
Target 11 th graders who are close to cut score for remediation. (EQ)	SS Teachers	SS DC	Dashboard	Student scores	May 17, 2011
Conduct collaborative planning sessions via department for instructional planning and data analysis. (EQ)	SS DC	Principal SS. DC English Teachers	Collaborative Planning Sessions scheduled 4 th Tuesday	Student scores	May 17, 2011

GOAL I - ACADEMIC ACHIEVEMENT

Long Range Goal Indicator: 1.6

By the end of the 2011/2012 school year, 95% of grade 9, 10, and 11 diploma-bound students, enrolled at the time of the test, in each NCLB student group will have participated in the PSAT.

% of grade 9, 10, and 11 diploma-bound students, enrolled at the time of the test, students in each NCLB student group will have participated in the PSAT.

Severna Park High School Grades 9-10-11	2006-07		2007-08		2008-09		2009-10	
	PSAT Test Taker #	PSAT Test Taker %	PSAT Test Taker #	PSAT Test Taker %	PSAT Test Taker #	PSAT Test Taker %	PSAT Test Taker #	PSAT Test Taker %
All	1,271	92.0	1,276	90.5	1,287	90.8	1,337	91.5
African American	51	78.5	61	80.3	60	84.5	77	93.9
American Indian/Alaskan Native	2	100.0	2	100.0	1	50.0	2	66.7
Asian/Pacific Islander	52	96.3	52	96.3	56	96.6	56	93.3
Hispanic	19	90.5	20	83.3	25	86.2	26	81.3
White	1,147	92.5	1,141	91.0	1,145	91.0	1,176	91.5
FARMS	30	81.1	33	70.2	44	84.6	52	88.1
SPED	74	75.5	66	73.3	67	78.8	63	81.8

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Host AP Potential Parent Night. (EQ)	Counseling DC	Counseling Center	AP Parent Night	AP Potential Data	May 17, 2011
Falcon Flight will identify African-American students who are in need of testing and ensure their participation. (EQ)	Assistant Principal Linda Jones	Linda Jones Parents Volunteers Students	Meeting venues African American student data www.sphs-ff.org	PSAT exam enrollment of African Americans	May 17, 2011
Implement National Merit Scholarship Action Plan. (EQ)	Counseling DC	Counselors Test coordinator Principal	NMSAP	NMSAP	May 17, 2011

GOAL I – ACADEMIC ACHIEVEMENT

Long Range Goal Indicator: 1.7

By the end of the 2011/2012 school year, 80% of all high school seniors in each NCLB student group will have completed at least one AP/IB or Honors course.

% of all high school seniors in each NCLB student group who completed at least one AP/IB or Honors course.

Severna Park High School	2006-07		2007-08		2008-09		2009-10	
	Enrolled #	Enrolled %	Enrolled #	Enrolled %	Enrolled #	Enrolled %	Enrolled #	Enrolled %
All	414	84	382	89.7	386	90.4	417	91.4
African American	9	60	12	75	19	65.5	10	62.5
American Indian/Alaskan Native	-	-	-	-	0	0	2	100
Asian/Pacific Islander	15	100	16	88.9	10	90.9	23	100
Hispanic	2	50	5	100	6	85.7	8	80
White	388	84.5	349	90.2	351	92.6	374	92.3
FARMS	2	33.3	4	80	6	75	10	71.4
SPED	20	47.6	11	44	9	39.1	5	29.4

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Ensure enrollment of African American students in Honors and AP classes. (EQ)	Counseling All teachers	Counseling All teachers	Course selection sheets	Scheduling process	May 17, 2011
Identify rising 11 th graders who have not taken an AP or Honors course. (EQ)	Guidance Admin	Guidance Admin	SASI	Honor and AP enrolment	May 17, 2011
Create FAQ regarding enrolment in AP course to assist parents with making informed decision making when scheduling.	Counseling All teachers	Counseling All teachers	Course selection sheets	Scheduling process	May 17, 2011

GOAL I - ACADEMIC ACHIEVEMENT

Long Range Goal Indicator: 1.8

By the end of the 2011/2012 school year, 100% of all high school seniors in each NCLB student group who have been enrolled in at least one AP/IB course will have sat for an AP/IB examination.

% of all high school seniors in each NCLB student group who have been enrolled in at least one AP/IB course and sat for an AP/IB examination.

Severna Park High School	2006-07		2007-08		2008-09		2009-10	
	Test Taker #	Test Taker %	Test Taker #	Test Taker %	Test Taker #	Test Taker %	Test Taker #	Test Taker %
All	268	75.7	287	85.9	274	86.7	317	90.8
African American	4	80	7	87.5	8	66.7	5	71.4
American Indian/Alaskan Native	-	-	-	-	0	0	0	0
Asian/Pacific Islander	14	100	14	93.3	7	77.8	22	100
Hispanic	1	50	5	100	4	80	7	100
White	249	74.8	261	85.3	255	87.9	283	90.7
FARMS	0	0	0	0	2	66.7	4	80
SPED	4	57.1	3	100	1	50	1	33.3

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Utilize AP fact sheets detailing benefits of AP exams. (EQ)	Principal	AP teachers	Fact sheet	AP exam enrollment	May 17, 2011
Formulate AP teacher team which meets at least quarterly to discuss relevant issues/concerns. (EQ)	Principal	AP teachers	Time	Agenda/Minutes	May 17, 2011
Meet with individual students who are not planning to sit for AP tests to determine the reason why and try to encourage the student to sit for the exam. (EQ)	Teachers Admin	Testing Coordinator Principal	AP test list	AP excel spreadsheet of students and their reasons	Prior to final AP testing registration

GOAL I - ACADEMIC ACHIEVEMENT

Long Range Goal Indicator: 1.9

By the end of the 2011/2012 school year, 75% of all high school seniors in each NCLB student group who have sat for AP or IB examination will have earned 3 or better on AP examinations or 4 or better on IB examinations.

% of all high school seniors in each NCLB student group who have sat for AP or IB examination will have earned 3 or better on AP examinations or 4 or better on IB examinations.

Severna Park High School	2006-07		2007-08		2008-09		2009-10	
	Test Takers Scoring >= 3 #	Test Takers Scoring >= 3 %	Test Takers Scoring >= 3 #	Test Takers Scoring >= 3 %	Test Takers Scoring >= 3 #	Test Takers Scoring >= 3 %	Test Takers Scoring >= 3 #	Test Takers Scoring >= 3 %
All	197	73.5	198	69	189	69	233	73.5
African American	2	50	0	0	4	50	3	60
American Indian/Alaskan Native	-	-	-	-	0	0	0	0
Asian/Pacific Islander	10	71.4	11	78.6	6	85.7	18	81.8
Hispanic	1	100	2	40	2	50	5	71.4
White	184	73.9	185	70.9	177	69.4	207	73.1
FARMS	0	0	0	0	0	0	3	75
SPED	3	75	1	33.3	1	100	1	100

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Provide additional instructional supports for African American students to score 3 or better. (EQ)	Assistant Principal Linda Jones	Linda Jones Parents Volunteers Students	Meeting venues African American student data www.sphs-ff.org	performance of African American students on AP Exams	May 17, 2011

GOAL I - ACADEMIC ACHIEVEMENT

Long Range Goal Indicator: 1.10

By the end of the 2011/2012 school year, 75% of all high school seniors in each NCLB student group, in each high school, will take the SAT, ACT or the Accuplacer.

% of all high school seniors in each NCLB student group, in each high school who took the SAT, ACT or the Accuplacer

ACT-SAT Severna Park High School	2005-06		2006-07		2007-08		2008-09		2009-10	
	Taker #	Taker %	Taker #	Taker %	Taker #	Taker %	Taker #	Taker %	Taker #	Taker %
All	324	78.3	394	79.9	329	77.2	346	81.0	374	82.0
African American	9	64.3	9	60.0	12	75.0	16	55.2	11	68.8
American Indian/Alaskan Native	-	-	-	-	-	-	1	100.0	0	0.0
Asian/Pacific Islander	20	95.2	15	100.0	15	83.3	10	90.9	22	95.7
Hispanic	1	100.0	1	25.0	4	80.0	5	71.4	9	90.0
White	294	77.8	369	80.4	298	77.0	314	82.8	332	82.0
FARMS	1	16.7	2	33.3	1	20.0	3	37.5	8	57.1
SPED	9	30.0	21	50.0	11	44.0	9	39.1	5	29.4

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Identify students who have not taken the SAT by using Senior Profile provided by College Board and encourage these students to take the SAT, ACT or the Accuplacer. (EQ)	Counseling DC	Counseling	Senior Profile	AP exam enrollment	May 17, 2011
Conduct College Night to promote the benefits of attending college. (EQ)	Counseling DC	Counseling	Date Principal's Newsletter Connect Ed	AP exam enrollment	May 17, 2011
Inform African American parents and students through parent information nights in regards to SAT, ACT, and Accuplacer. (EQ)	Assistant Principal Linda Jones	Linda Jones Parents Volunteers Students	Meeting venues African American student data www.sphs-ff.org	Scores, benchmarks, classroom performance of African American students	May 17, 2011

GOAL I - ACADEMIC ACHIEVEMENT

Long Range Goal Indicator: 1.11

By the end of the 2011/2012 school year, all **high schools** will meet or exceed the annual national average for critical reading, writing and mathematics on the SAT and all content areas for the ACT.

Severna Park High School	2006-07			2007-08			2008-09			2009-10		
	Average of Seniors' latest SAT READING scores	Average of Seniors' latest SAT MATH scores	Average of Seniors' latest SAT WRITING scores	Average of Seniors' latest SAT READING scores	Average of Seniors' latest SAT MATH scores	Average of Seniors' latest SAT WRITING scores	Average of Seniors' latest SAT READING scores	Average of Seniors' latest SAT MATH scores	Average of Seniors' latest SAT WRITING scores	Average of Seniors' latest SAT READING scores	Average of Seniors' latest SAT MATH scores	Average of Seniors' latest SAT WRITING scores
All	542	560	532	541	561	537	539	566	534	549	577	544
African American	411	430	399	427	428	421	469	476	475	474	464	441
American Indian/Alaskan Native	-	-	-	-	-	-	210	320	240	-	-	-
Asian/Pacific Islander	513	575	533	554	593	542	561	604	581	555	603	564
Hispanic	630	530	540	483	467	453	504	503	467	502	526	511
White	547	563	536	546	567	543	543	571	537	552	580	546
FARMS	368	362	360	440	367	473	460	453	445	509	519	466
SPED	452	456	418	421	433	395	396	410	392	410	450	412

National average for critical reading, writing and mathematics on the SAT

Critical Reading	Mathematics	Writing
503	518	497

AACPS average for critical reading, writing and mathematics on the SAT

Critical Reading	Mathematics	Writing
516	529	506

GOAL I – ACADEMIC ACHIEVEMENT

Long Range Goal Indicator: 1.12

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

Graduation rate

		ELIGIBLE #	DIPLOMA #	DIPLOMA %	CERTIFICATE #	CERTIFICATE %	NOT GRADUATED #	NOT GRADUATED %
ALL	2009-10	457	437	95.62%	0	0.00%	20	4.38%
	2008-09	427	414	96.96%	1	0.23%	12	2.81%
	2007-08	427	425	99.53%	1	0.23%	1	0.23%
	2006-07	493	492	99.80%	1	0.20%	0	0.00%
	2005-06	418	409	97.85%	0	0.00%	9	2.15%
African American	2009-10	16	16	100.00%	0	0.00%	0	0.00%
	2008-09	29	24	82.76%	1	3.45%	4	13.79%
	2007-08	16	16	100.00%	0	0.00%	0	0.00%
	2006-07	15	15	100.00%	0	0.00%	0	0.00%
	2005-06	14	13	92.86%	0	0.00%	1	7.14%
Asian/Pacific Islander	2009-10	23	23	100.00%	0	0.00%	0	0.00%
	2008-09	11	11	100.00%	0	0.00%	0	0.00%
	2007-08	18	18	100.00%	0	0.00%	0	0.00%
	2006-07	15	15	100.00%	0	0.00%	0	0.00%
	2005-06	22	22	100.00%	0	0.00%	0	0.00%
Hispanic	2009-10	10	9	90.00%	0	0.00%	1	10.00%
	2008-09	7	7	100.00%	0	0.00%	0	0.00%
	2007-08	5	5	100.00%	0	0.00%	0	0.00%
	2006-07	4	4	100.00%	0	0.00%	0	0.00%
	2005-06	1	1	100.00%	0	0.00%	0	0.00%
White	2009-10	406	387	95.32%	0	0.00%	19	4.68%
	2008-09	379	371	97.89%	0	0.00%	8	2.11%
	2007-08	388	386	99.48%	1	0.26%	1	0.26%
	2006-07	459	458	99.78%	1	0.22%	0	0.00%
	2005-06	381	373	97.90%	0	0.00%	8	2.10%
SPED	2009-10	17	12	70.59%	0	0.00%	5	29.41%
	2008-09	23	20	86.96%	1	4.35%	2	8.70%
	2007-08	26	25	96.15%	1	3.85%	0	0.00%
	2006-07	42	41	97.62%	1	2.38%	0	0.00%
	2005-06	30	28	93.33%	0	0.00%	2	6.67%

GOAL I – ACADEMIC ACHIEVEMENT

Long Range Goal Indicator: 1.13

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

Dropout Rate

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
All	1.18	0.37	0.16	0.05	1.14 (22 / 1930)	1.36 (26 / 1915)	.77 (15 / 1957)
African American	0.99	0	0	0	0.91 (1 / 110)	1.83 (2 / 109)	0 (0 / 98)
Asian/Pacific Islander	2.44	0	0	0	0 (0 / 76)	0 (0 / 74)	1.23 (1 / 81)
Hispanic	0	0	5	0	0 (0 / 30)	2.70 (1 / 37)	2.5 (1 / 40)
White	1.15	0.41	0.12	0.06	0 (21 / 1712)	1.36 (23 / 1692)	.78 (13 / 1673)
FARMS	NA	NA	NA	NA	NA	NA	NA
SPED	0	0	0	0	5.15 (7 / 136)	3.42 (4 / 117)	0 (0 / 111)

Meeting County Goal
In all NCLB student groups

GOAL I – ACADEMIC ACHIEVEMENT

Long Range Goal Indicator: 1.14

By the end of the 2011/2012 school year, 80% of seniors in each NCLB student group will indicate their intent to attend a 2-year or 4-year college based upon the Maryland State Department of Education senior exit survey.

% of seniors in each NCLB student group who indicated their intent to attend a 2-year or 4-year college based upon the Maryland State Department of Education senior exit survey.

Student Groups	06-07	07-08	08-09	09-10
All	60.2% - 4 year 30% – 2 year	60.6% - 4 year 22% – 2 year	60.5% - 4 year 17.1% – 2 year	62% - 4 year 30%– 2 year
* Data is not disaggregated by NCLB student groups				

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Conduct College Night for parents and students to promote the benefits of college. (EQ)	Guidance DC	Guidance	Date Principal’s Newsletter Connect Ed	AP exam enrollment	May 17, 2011
Inform African American parents and students through parent information nights in regards to attending 2 and 4 year colleges. (EQ)	Assistant Principal Linda Jones	Linda Jones Parents Volunteers Students	Meeting venues African American student data www.sphs-ff.org	Scores, benchmarks, classroom performance of African American students	May 17, 2011

GOAL I - ACADEMIC ACHIEVEMENT

Long Range Goal Indicator: 1.15

By the end of the 2011/2012 school year, 85% of all ninth grade students in each NCLB student group will have a cumulative Grade Point Average (GPA) of 2.0 or above.

% of all ninth grade students in each NCLB student group with a cumulative Grade Point Average (GPA) of 2.0 or above

Student Groups	06-07 % above 2.0	07-08 % above 2.0	08-09 Total #	08-09 # below 2.0	08-09 % above 2.0	09-10 # Above 2.0	09-10 # below 2.0	09-10 % above 2.0
All	91.0	89.3	468	40	91.45	464	39	92
Af Am	70.0	58.1	31	7	77.42	18	10	64
Asian	95.0	88.9	19	0	100	37	1	97
Hisp	73.0	85.7	11	0	100	9	1	90
Na Am	100.0		1	0	100	NA	NA	NA
White	91.0	91.7	406	33	91.87	419	27	94
SpEd	64.0	61.3	30	10	66.66	21	12	64
FARMS		35.0						

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Monitor progress of lowest performing student groups and providing follow-up to improve student success through Falcon Soar initiative. (EQ)	DCs Assistant Principal Linda Jones	Ninth grade teachers Administration Linda Jones Parents Falcon Flight Committee	Scores, classroom performance SASI data Meeting venues African American student data www.sphs-ff.org	Scores, classroom performance Reports of interventions Scores, benchmarks, classroom performance of African American students	May 17, 2011
Implement Buddy Program (Mentor program), pairing up senior student with Freshmen student. (EQ)	Senior student leader Seniors	SGA Principal Counselors	Buddy Program components	Buddy Program meetings	May 17, 2011

GOAL I - ACADEMIC ACHIEVEMENT

Long Range Goal Indicator: 1.16

By the end of the 2011/2012 school year, all schools will demonstrate less than 1.5% of disproportionate racial and ethnic groups in special education as recommended by the OSEP/Westat Disproportionality task force and monitored by the Maryland State Department of Education.

Student Groups	06-07 Baseline	07-08 Actual Scores	08-09 Actual Scores	09-10 Actual Scores	11-12 Target
Af Am	3.79	3.64	3.49	3.37	1.5

$$\text{Risk Ratio} = \frac{(\text{African American SpEd} \div \text{African American Enrollment}) \times 100}{(\text{All Other SpEd} \div \text{All Other Enrollment}) \times 100}$$

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Conduct site-driven Self Assessment and Disproportionality Action Plan. (EQ)	Principal	SpEd DC IEP Clerk Teachers SpEd Team	SpEd Team Student Data	Special Education enrolment	May 17, 2011

School Improvement Plan 2010-2011
Action Steps

School: Severna Park High School

GOAL II – SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

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 standards. AACPS will eliminate disparities among all *No Child Left Behind (NCLB)* student groups in the referral, suspension, and expulsion rates for violation of the Code of Student Conduct.

Institutionalized Strategies (Ongoing strategies implemented by faculty on a regular and consistent basis):

GOAL II – SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

- 2.1 By the end of the 2011-12 school year, there will be a 20% reduction in the number of secondary students receiving one or more referrals for each NCLB group.
- And -
- 2.2 By the end of the 2011-12 school year, there will be a 20% reduction in the number of secondary students receiving one or more suspensions for each NCLB group.
- And -
- 2.3 By the end of the 2011-12 school year, there will be a 20% reduction in the number of secondary students receiving one or more expulsions for each NCLB group.

Institutionalized Strategies (Ongoing strategies implemented by faculty on a regular and consistent basis):

- Provide instruction through student Advisory lessons during the first week of school on the “AACPS Student Code of Conduct” and consequences for violations. Follow-up Advisory lessons to occur during the school year.
- Provide instruction to students regarding the identification, reporting and avoiding bullying and harassment incidents.
- Monitor school discipline data for all student groups on a monthly basis to identify discipline concerns and to implement corrective proactive measures.
- Communicate frequently with students who have discipline issues and their parents to prevent behavior which could result in a referral.
- Assign one Assistant Principal to monitor all students with an Individualized Education Plan, providing consistency in regards to discipline measures and compliances with IEPs.
- Implement “Students Taking Actions Responsibly Program” (S.T.A.R.). The Counseling Center of Severna Park High School, in collaboration with the SPHS PTSO, school psychologist, pupil personnel workers, and local faith-based organizations sponsor an annual S.T.A.R. Week. S.T.A.R. is a school wide program designed to promote a positive and healthy learning.

Goal II: SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

Long Range Goal Indicator: 2.1

By the end of the 2011-12 school year, there will be a 20% reduction in the number of secondary students receiving **one or more referrals** for each NCLB group.

Referral trend data (Unduplicated Student Counts)

Page Items: School name: Severna Park High School Grade: Grds 9-10-11-12

Student category	2006-07		2007-08		2008-09		2009-10	
	Referral #	Referral %	Referral #	Referral %	Referral #	Referral %	Referral #	Referral %
All	305	15.9	305	16.1	330	17.6	287	14.7
African American	34	37.4	37	35.6	32	30.2	31	30.1
American Indian/Alaskan Native	1	50.0	NULL	NULL	2	66.7	1	25.0
Asian/Pacific Islander	5	7.0	5	6.8	4	5.7	8	9.4
Hispanic	4	14.8	6	20.0	10	27.0	12	28.6
White	261	15.1	257	15.3	282	17.0	235	13.7
FARMS	18	43.9	24	44.4	23	36.5	20	26.3
SPED	41	26.8	37	30.1	33	28.4	26	22.2

Goal II: SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

Long Range Goal Indicator: 2.2

By the end of the 2011-12 school year, there will be a 20% reduction in the number of secondary students receiving **one or more suspensions** for each NCLB group.

Suspension trend data (Unduplicated Student Counts)

Page Items: School name: Severna Park High School Grade: Grds 9-10-11-12

Student category	2006-07		2007-08		2008-09		2009-10	
	Suspended #	Suspended %	Suspended #	Suspended %	Suspended #	Suspended %	Suspended #	Suspended %
All	112	5.8	63	3.3	91	4.9	74	3.8
African American	15	16.5	10	9.6	7	6.6	10	9.7
American Indian/Alaskan Native	NULL	NULL	NULL	NULL	1	33.3	NULL	NULL
Asian/Pacific Islander	2	2.8	NULL	NULL	NULL	NULL	1	1.2
Hispanic	1	3.7	1	3.3	4	10.8	3	7.1
White	94	5.4	52	3.1	79	4.8	60	3.5
FARMS	8	19.5	10	18.5	8	12.7	6	7.9
SPED	18	11.8	12	9.8	13	11.2	10	8.5

Goal II: SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

Long Range Goal Indicator: 2.3

By the end of the 2011-12 school year, there will be a 20% reduction in the number of secondary students receiving **one or more expulsions** for each NCLB group.

Suspension trend data (Unduplicated Student Counts)

School name:Severna Park High School	Grade:Grds 9-10-11-12							
	2006-07		2007-08		2008-09		2009-10	
	Expelled #	Expelled %	Expelled #	Expelled %	Expelled #	Expelled %	Expelled #	Expelled %
All	3	0.2	0	0	0	0	0	0
African American	2	2.2						
White	1	0.1						
FARMS	-	-						
SPED	1	0.7						

**School Improvement Plan 2010-2011
Action Steps**

School: Severna Park High School

GOAL III – COMMUNITY ENGAGEMENT

All Anne Arundel County Public School students will be educated in schools that are family-friendly, welcoming environments. Anne Arundel County Public Schools will eliminate disparities in parent and community representation and participation in traditional and non-traditional school-community activities.

GOAL III – COMMUNITY ENGAGEMENT

Long Range Goal Indicator: 3.1

By the end of the 2010/2011 school year, each school will host a minimum of two activities, meetings, parent-teacher conferences, etc. in its community.

Annual Objective: By the end of the 2010/2011 school year, Severna Park High School will host 4 activities, meetings, parent-teacher conferences, etc. in its community.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Falcon Flight will hold 4 symposiums in the community including a Black Youth Summit addressing: (EQ) <ul style="list-style-type: none"> • Academic support • Leadership opportunity • Exposure to career alternatives • Motivational activities • Social activities • Cultural activities • Resources for college, scholarship, financial aid, and internship opportunities • Peer networking/mentoring • Parental support network • Graduation requirements/HSA requirements • Tutoring resources 	Assistant Principal Linda Jones	Linda Jones Parents Volunteers Students	Meeting venues African American student data www.sphs-ff.org	Number of People in attendance Agenda Minutes	May 17, 2011

GOAL III – COMMUNITY ENGAGEMENT

Long Range Goal Indicator: 3.2

By the end of the 2010/2011 school year, each feeder system will host at least one nontraditional parental involvement activity in each feeder system involving elementary, middle and high schools each year.

Annual Objective: By the end of the 2010/2011 school year, one nontraditional parental involvement activity involving elementary, middle and the high school will be hosted at Severna Park High School.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Host a Severna Park High School Cluster CAC meeting. (EQ)	Principal	CAC Chairperson of each Feeder school Principal Regional Assistant Superintendent	CAC agenda SPSH Media Center for meeting location.	Number of People in attendance Agenda Minutes	January 18 th , 2011
Partner with Severna Park Cluster (elementary schools and Severna Park Middle School) to host Earth Day Community Event.	Gwen Haring, School Community Liaison	Gwen Haring,	SP Cluster	Hold event on April 9 th	April 9th, 2011