

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Goal: 1A – Arundel High School will demonstrate increased academic achievement through increased participation in and increased scores on the SAT/ACT for all student groups.

Data to Analyze:

Edited October 18, 2010

Indicator	District Baseline	Student Groups	SAT06-07 Baseline	SAT 07-08 Actual Scores R/M/W	SAT 08-09 Actual R/M/W	SAT 09-10
By the end of the 2011/2012 school year, Arundel will meet or exceed the annual national average for critical reading, writing and mathematics on the SAT; and all content areas for the ACT.	<u>SAT Baseline 06/07</u> SAT R M W AACPS 507 516 496 Nat'l 500 502 496 <u>Baseline 07/08</u> SAT R M W AACPS 502 516 496 Nat'l 502 515 494 <u>Baseline 08/09</u> SAT R M W AACPS 504 519 495 Nat'l 496 510 487 <u>Baseline 09/10</u> SAT R M W AACPS 501 519 488 Nat'l 501 516 492	All	495/500	495/502/495	497/501/494	488/499/485
		Af Am	451/453	448/451/446	450/441/440	439/444/425
		Asian	525/536	494/524/510	502/533/528	495/565/505
		Hisp	459/458	484/466/456	538/518/512	465/490/472
		Na Am	515/558	390/455/290	380/425/405	
		White	513/519	519/526/521	496/520/498	525/556/514
		SpEd	353/356	374/424/429	345/365/310	
		FARMS	374/432	461/475/454	456/468/463	
		ACT	E/M/R/S/C	E/M/R/S/C	E/M/R/S/C	E/M/R/S/C
		English (E) Math (M) Reading (R) Science (S) Composite (C)	<u>ACT Baseline 06-07</u> E/M/R/S/C AACPS 21/21.7/22.4/22/21.9 NAT'L 20.6/20.8/21.4/20.9/21.1 <u>ACT Baseline 07-08</u> AACPS 22/22.4/22.4/21.9/22.1 NAT'L 20.7/21/21.5/21/21.2 <u>ACT Baseline 08-09</u> AACPS 21.3/22.4/22.4/21.9/22.1 NAT'L 20.6/21/21.4/20.8/21.1 <u>ACT Baseline 09-10</u> AACPS 21.4/22.1/22.2/21.8/22.1 NAT'L 20.6/21/21.4/20.9/21.1	ALL	18.9/20.1/21.1/21.7/20.6	20.6/19.4/21.1/19.9/20.4
Af Am	16.4/17.5/17.2/18/17.5			17.4/17.2/18.4/18.3/17.9	19.1/19.5/20/18.9/19.5	17.1/20.6/19.3/18.1/17.9
Asian	23/23.3/26/26.3/24.7/25			25/34/27/27/28	20.5/22/20/18.5/20	16.6/24.6/21/21.6/21.3
Hisp	n/a			n/a	24/17/26/15/21	13/17/22/20/18
Na Am	n/a			n/a	n/a	n/a
White	20.8/21.6/22.8/22.9/22.1			22.5/22.1/23.1/21.6/22.4	21/21.5/21.1/21.4/21.4	20.2/22.7/23.2/22.8/21.2
Sp Ed	12.5/14.5/13/13.5/13.5			18/16/12/15/15	n/a	n/a
FARMS	n/a			16.7/19.7/20/18.7/18.7	20/20.3/17.7/20/19.7	n/a

All data on this page was obtained from EDW

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Indicator	District Baseline	Student Groups	06-07 Test takers SAT/ACT	06-07 Test Taker %	07-08 Test Taker SAT/ACT	07-08 Test Taker %	08-09 Test Taker SAT/ACT	08-09 Test Taker %	09-10 Test Taker SAT/ACT	09-10 Test Taker %	10-11 Test Taker SAT/ACT	11-12 T Test Taker %
By the end of the 2011/2012 school year, 75% of Arundel seniors in each NCLB student group, in each high school, will take the SAT or ACT.	Baseline: June 2006 – 49 % of seniors in each high school have taken the SAT.	All	296	63.1	309	65.6	316	67.7	314	66.2		75%
		Af Am	85	60.7	94	64.8	112	71.8	106	67.5		75%
		Asian	25	83.3	18	85.7	24	75	17	68		75%
		Hisp	8	61.5	7	50	8	53.3	11	68.8		75%
		Na Am	4	100	2	66.7	2	100	3	75		75%
		White	174	61.7	188	65.3	170	64.9	177	65.1		75%
		SpEd	9	23.7	5	13.5	4	18.2	7	26.9		75%
		FARMS	9	32.1	17	51.5	20	48.8	30	60		75%
		FARMS	32.1	35	51.5	60	48.8	63				75%

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Teachers will develop and incorporate critical reading and writing activities in order to increased student achievement and eliminate achievement gaps across the curriculum.	Ms. Duffy Ms. Davenport	DCs	Critical Reading Passages	Copies of critical reading and writing activities used will be kept in the DC offices and will be monitored by appropriate Administrators.	6/11
Faculty and staff will identify freshmen and sophomores who scored in the top 10 % of each student group on the PSAT <u>so that</u> a continuing program can begin to focus awareness on improving scores. The intervention program will include registration in an academic writing course and SAT-P and in 11 th grade AP English Language to maximize National Merit Scholar recipients.	Ms. Davenport Ms. Richburg	Counselors PSAT English 10 & 11 teachers	List of Students and scores Teacher	Course registration of qualified students in identified courses. Student performance in courses.	6/11
Articulate with middle school and schedule top 10% of each student group into Honors English 9	Mr. Love Counselors	M S English Teachers Counselors	List of Students and scores Teachers	Course registration of qualified students. Students performance in courses.	1/11-6/11
Review SAT enrollment and meet with seniors who have not registered for the test.	Ms. Richburg	Counselors	Access to College Board website	List of students	10/10 – Seniors 3/11 – Juniors

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Goal 1B – Arundel High School will demonstrate increased academic achievement through increased participation in and increased scores on AP Courses and Exams for all student groups.

Data to Analyze:

Indicator	District Baseline	Student Groups	06-07 enroll	06-07 %	07-08 enroll	07-08 %	08-09 enroll	08-09 %	09-10 enroll	09-10 %	11-12 enroll
By the end of the 2011/2012 school year, 80% of Arundel seniors in each NCLB student group will have completed at least one AP/IB or Honors course	Baseline: June 2006 – 49% of Arundel seniors in each NCLB student group have completed at least one AP course. Baseline for percentage of seniors completing at least one honors/IB class to be established in 2007/2008.	All	322	68.7	363	77.1	375	80.3	399	84.2	
		Af Am	78	55.7	93	64.1	120	76.9	127	80.9	
		Asian	23	76.7	18	85.7	28	87.5	19	76	
		Hisp	9	69.2	10	71.4	12	80	13	81.3	
		Na Am	4	100	1	33.3	1	50	4	100	
		White	208	73.8	241	83.7	214	81.7	236	86.8	
		SpEd	8	21.1	9	24.3	6	4	4	15.4	
		ELL	n/a								
FARMS	11	39.3	20	60.6	28	68.3	42	84			

Data obtained from EDW

Indicator	District Baseline	Student Groups	06-07 Baseline	07-08 Target	08-09 % Students Taking Test	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	11-12 Target
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.	Baseline: June 2006 – 62% of high school seniors in each NCLB student group who have been enrolled in an AP/IB course sat for an AP/IB examination.	All	55.6	70	64.29	75	74.8	87		100%
		Af Am	44.9	48	54.4	60	59.2	80		100%
		Asian	65.0	71	68.8	75	100	100		100%
		Hisp	57.1	63	83.3	90	80	90		100%
		Na Am	25.0	28	100	100	100	100		100%
		White	58.4	63	75.3	80	78.4	89		100%
		SpEd	0.00	5	10	15	0			100%
		ELL	n/a	n/a						
FARMS	100	100	71.4	75	73.3	86		100%		

Data obtained from EDW

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Indicator	District Baseline	Student Groups	06-07 Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	11-12 Target
By the end of the 2011/2012 school year, 75% of Arundel seniors in each NCLB student group who have sat for AP examination will have earned 3 or better on AP examinations.	Baseline: June 2006 – 62% of Arundel seniors in each NCLB student group who have been enrolled in an AP course sat for an AP examination and scored a 3 or above.	All	68.7	75	68.6	75	42	65	53.4	75%
		Af Am	50.0	55	45.2	50	35.5	75	27.1	75%
		Asian	69.2	74	81.8	85	55.0	65	50	75%
		Hisp	25.0	27	40	45	30	50	36.4	75%
		Na Am	100.0	75	0	50	0	50	50	75%
		White	74.5	81	74.1	80	44.3	65	57.5	75%
		SpEd	0.00	10	100		0	50	33.3	75%
		ELL	n/a	n/a						75%
FARMS	25.0	27	40	50	40	65	20.7	75%		

Data obtained from EDW

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
School Counseling Department will create a CATS lesson to highlight honors and AP courses and their role in college admissions and success.	Ms. Richburg	Counselors	Lessons	Copy of CATS lesson	1/10/11
Identify students by FARMS, gender, ethnicity and IEP capable of taking AP courses <u>so that</u> direct contact can be made with student and parents to encourage enrollment in AP course work.	Ms. Richburg	Ms. Richburg Ms. Davenport	AP Potential List		1/10/11
AP teachers will use differentiated instruction to meet with needs of all students.	Ms. Davenport	Assistant Principals, DCs	Monthly Prof. Dev. and ongoing AP training	Observation Walk through data	05/11
Assist students in forming effective study habits through participation in study groups.	Ms. Richburg	Counselors Department AP Teachers	Room time	Attendance sheets	
Vertically team with middle school to increase rigor for NCLB student groups to support academic success and encourage enrollment, test taken and proficient score in AP.	Ms. Stratton	Counselors Assistant Principals	Common meeting time	Meeting minutes Student rosters	01/10/11

**ARUNDEL HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
ACTION STEPS**

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
The AP Teachers will provide AP Review Sessions and mock test examinations <u>so that</u> students will have opportunities to review content, practice skills, and complete mock examinations to help boost student confidence and performance on the AP Exams.	Ms. Davenport	DCs AP Teachers	Funds to pay teachers for after school/Saturday review sessions	Student sign-in sheets	5/01/11
The Faculty and Staff will incorporate high AP scorers and AP Scholars onto the Academic Wall of Fame.	Ms. Richburg	Ms. Richburg Ms. Davenport		Wall of Frame	10/30/10
By the end of the 10-11 school year, all AVID students entering the 12th grade will be enrolled in AP/ Honors courses.	Ms. Kenny	Counselors		Course registration	6/11
Encourage Advanced Placement teachers to utilize course management tools (such as Blackboard) to augment instruction.	Ms. Davenport	AP Teachers	Training	Observation/lesson plans	6/11

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Goal 1C -- Arundel High School will demonstrate increased academic achievement by increasing the graduation rate and decreasing the drop-out rate for all student groups.

Data to Analyze: MSDE Report Card

Indicator	District Baseline	Student Groups	06-07 Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	11-12 Target
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.	Baseline: June 2006 – 86% graduation rate	All	97.45	98	96.62	98	97.01	98	90.99	98%
		Af Am	96.45	98	94.52	98	95.54	98	91.43	98%
		Asian	93.33	98	100	96	96.88	98	100	98%
		Hisp	92.31 (1)	98	92.86	96	93.75	98	88.89	98%
		Na Am	100.00	98	100	100	100	100	0	98%
		White	98.58	99	97.58	98	98.09	99	90	98%
		SpEd	89.74 (4)	98	81.58	94	75	94	70.73	98%
		ELL								98%
FARMS	77.20(06)	85		85			90	98%		

Indicator	District Baseline	Student Groups	06-07 baseline %s	07-08 Target	07-08 % Students	08-09 Target	08-09 % Students	09-10 Target	09-10 % Student	11-12 Target
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.	Baseline: June 2006 – 1.98% drop out rate	All	2.2	2.0	2.10	2.0	2.0	1.00	1.33	
		Af Am	1.2	1	2.1	2.0	.6	1.9	.82	
		Asian	2.9	2.0	1	0	0	0	.99	
		Hisp	6.7	2.0	3.5	2.5	.2	2.0	2.6	
		Na Am	0.0	0		1.5	0	0	0	
		White	2.4	2.0	2.2	1.5	.1	1.0	1.46	
		SpEd	1.9	1.5			2.0	1.0	3.07	
		ELL				1.5	0	0		
FARMS		1.5				1.5	2.52			

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Faculty and staff will continuously identify at risk students <u>so that</u> intervention strategies can be put in place. These strategies will include: <ol style="list-style-type: none"> 1. Mandatory Wildcat Hour/after school or Saturday tutoring 2. Monitoring daily progress 3. Group sessions in organization and study skills 4. Pull out prep sessions for HSA 	Ms. Stratton	HSA Lead Teacher DCs		Tutoring rosters Lists of students identified and interventions that occurred Guidance Counselors are scheduling meetings with parents/ students when the student has earned 2 or more Es to review 4 year plan.	6/11
Faculty and staff will build community outreach/mentoring programs with Hispanic groups <u>so that</u> Hispanic students can participate in mentor programs with positive role-models.	Ms. Walsh Mr. Curtis	School Counselors PPW Clubs Community Partners	Community Contacts	Names of students participating in program.	6/11
Establish connections with underrepresented parents so that the home/school partnership can assist with student achievement.	Ms. Walsh, Equity Liaison	School Counselors	Community Contacts	Schedule of events Parent feedback	6/11
Faculty and Staff will continue to explore aspects of Cultural Proficiency with an emphasis on specific challenges of Hispanic students <u>so that</u> faculty and staff build more positive relationships with Hispanic students.	Mrs. Stratton	Mrs. Billheimer Ms. Dziejcz School Counselors	Materials related to Hispanic students	Copy of Professional Development Agenda	6/11
School counselors and administrators will hold monthly meetings with at-risk students <u>so that</u> direct intervention and counseling for these students can be addressed on a regular basis.	Mrs. Stratton	School Counselors Assist. Principals		Copies of student sign-in sheets Documentation of meetings and interventions. Student GPA by quarter	6/11
Faculty and staff will participate in on-going training and implementation of Differentiated Instruction.	Ms. Davenport, AP Staff Development	DC's Staff Development team	Training in Differentiated Instruction Professional Articles.	Notes from monthly meetings. ERO enrollment Blackboard responses Observation forms Walk through data	6/11
Faculty and Staff will implement standard based grading as outlined in the Proficiency Policy.	Administration	Teachers	Training in Proficiency Policy	Report Cards Power teacher	6/11

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Goal 1D – Arundel High School will demonstrate increased Academic Achievement through increased intent on the part of students to attend post secondary 2 and 4 year colleges.

Data to Analyze:

Indicator	District Baseline	Student Groups	06-07 Baseline	07-08 Target	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 Actual Scores	11-12 Target
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.	Baseline: June 2006 – 59% of seniors have indicated their intent to attend a 2-year or 4-year college based upon the Maryland State Department of Education senior exit survey	All	59%	70%	82	84	85%	86%	85%	
		Af Am								
		Asian								
		Hisp								
		Na Am								
		White								
		SpEd								
		ELL								
		FARMS								
		Only have county data Not disaggregated by NCLB student group								

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Faculty and staff will create a culture of college expectations through celebrating achievement on college-related items <u>so that</u> students are exposed to the requirements and opportunities found in colleges through: <ol style="list-style-type: none"> 1. Highlighting student achievement on college-related exams on the Wall of Fame. 2. Announce student college acceptance and scholarships on the Public Address system. 3. Highlight opportunities associated with 2 year college programs so that students who do not wish to pursue a four year degree will understand the programs available in 2 year schools. 4. Implement a college day that corresponds with the College Fair where faculty and staff wear their college sweatshirts/t-shirts, display college memorabilia, and discuss their life in college. 5. Organize and lead a college tour of traditionally black colleges 6. Junior/Senior Information Night 7. Junior College Night 8. Hold sessions to assist parents in completing FASFA 9. Create teacher names plates with colleges attended and degrees 	Mrs. Stratton				6/11
	Ms. Richburg	School Counselors		Copies of announces and scholarship award records	6/11
	Ms. Richburg			Attendance sheets for college visits	
	Ms. Richburg	School Counselors and staff			Oct, Nov 2010
	Ms. Starkey			Student feedback reports	Nov 2010
	Ms. Richburg	School counselors			Sept – Nov 2010
	Ms. Richburg	School counselors		Presentation Program	Dec 2010
	Ms. Richburg	School counselors			Dec 2010
	Ms. Kenney	AVID students		Signs on doors	Dec 2010

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Goal 1E – Arundel High School will demonstrate increased Academic Achievement through decreasing the achievement gap between NCLB student groups as measured through GPA.

Data to Analyze:

Indicator	District Baseline	Student Groups	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 % Students	11-12 Target
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.	Baseline2006/2007 First Semester—64%	All	68%	72%	73.2	77%	75%	85%
		Af Am	49%	68%	56.1	77%	57.2%	85%
		Asian	0%	21%	80.0	43%	90%	85%
		Hisp	72%	76%	65.2	80%	68%	85%
		Na Am	70%	74%		78%	0	85%
		White	76%	79%	81.9	82%	86%	85%
		SpEd	32%	46%	51.1	60%	39.6%	85%
		ELL	100%	100%		100%	0	85%
		FARMS			46.9			

Indicator	District Baseline	Student Groups	06-07 Baseline	07-08 Actual Scores	08-09 Target	08-09 Actual Scores	09-10 Target	09-10 average gpa	11-12 Target
By the end of the 2011/2012 school year, all students in each NCLB student group will have a cumulative Grade Point Average (GPA) of at least a 3.0 or above .	Baseline2006/2007 First Semester—2.39	All	2.39	2.63	2.75	2.77	2.85	2.75	3.0
		Af Am	1.98	2.23	2.55	2.53	2.85	2.31	3.0
		Asian	2.77	2.95	3.0	3.07	3.1	3.12	3.0
		Hisp	1.97	2.39	2.66	2.69	2.75	2.53	3.0
		Na Am	2.28	2.54	2.75	2.69	2.75	2.5	3.0
		White	2.64	2.82	3.0	2.78	2.80	2.95	3.0
		SpEd	1.86	1.81	2.0	2.77	2.80	2.0	3.0
		ELL							3.0
		FARMS							3.0
Note: Not inclusive of all students that are pursuing a certificate of completion Percentages not available.									

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Teachers will use computer-related technologies to differentiate learning & address disparities among all students. (Examples: Inquiry & Investigations, content areas, cultural arts, consultative & collaborative model for gifted education)	Admin DC's	Teachers	DI lessons	Observations, lesson plans	06/11
Faculty and staff will create a Special Education Parent Support Night <u>so that</u> relationships between Special Education Parents and the school can be expanded and resources shared.	Ms. Coe	Ms. Coe Ms. Vera	Student achievement data.	Agenda and sign-in sheet.	1/11
Maintain a 9 th Grade Academy to include <ul style="list-style-type: none"> • Monthly meetings with 9th grade teachers • AMP meetings with 9th grade students • Mandatory tutoring during Wildcat Hour • CATS lessons 	Ms. Hopkins	Administration Counselors DCs 9 th grade teachers		Tutoring Logs Conference schedules Copies of lessons	6/11
Interim Parent/Teacher Conferences will be held each quarter so that parents/students and teachers can work together to improve academic achievement.	Ms. Hopkins	Faculty		Parent sign in for conferences	6/11
Encourage the appropriate use of emerging technologies (Senteos, Smartboards, document cameras, airliners, digital cameras, Palm pilots, etc.) to enhance instruction & promote greater student engagement.	Admin DC's	Teachers	Equipment	Lesson Plans/observations	6/11

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Goal 1F: Arundel High School will demonstrate increased passing scores on the four HSA's in all student groups among the senior cohort and 1st time test takers.

Baseline:		2007-2008	2008-2009	2009-2010		2010-2011 Target	
				Senior Cohort	1 st Time Test Takers	Senior Cohort	1 st Time Test Takers
English	All	72.4	94	92.8	82.1	95	87
	Af Am	54.5	90.4	87.9	73	92	82
	Asian	81	90.6	92	91	95	95
	Hisp	64.3	100	93.8	61	95	79.5
	Na Am	33.3	100	75			
	White	81.6	96.2	96	90	98	95
	SpEd	21.6	54.5	69.2	35	79.5	79.5
	FARMS	51.5	85.4	84		90	
Algebra	All	75.2	96.4	96.4	78	98	85
	Af Am	61.4	95.5	93.6	60	95	75
	Asian	81	96.9	100	100	100	100
	Hisp	64.3	100	93.8	78	95	85
	Na Am	66.7	100	75			
	White	82.3	96.6	98.2	84	100	100
	SpEd	29.7	54.5	69.2	38	73.7	55
	FARMS	57.6	95.1	96			
Biology	All	79	90.6	92.6	82	95	90
	Af Am	64.1	84	85.4	75	90	85
	Asian	90.5	90.6	92	97	95	100
	Hisp	78.6	100	93.8	78	95	85
	Na Am	33.3	100	75		85	
	White	86.1	93.9	97.1	84	100	90
	SpEd	43.2	54.5	73.1	45	80	55
	FARMS	69.7	82.9	88		95	
Government:	All	76.9	95.7	96.6	89	100	90
	Af Am	64.1	91	94.3	80	100	85
	Asian	71.4	100	96	90	100	95
	Hisp	57.1	100	93.8	82	100	90
	Na Am	100	100	100		100	
	White	84.4	97.7	98.2	92	100	97
	SpEd	29.7	63.6	84.6	70	90	78

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Implement standard based grading procedures to focus on assessment limits, need to knows, and proficiency on student standards	Content Team Leader Admin Liaison	Teachers Test Coordinator	Data Benchmarks Time	Data analysis Reporting to teachers, Admin	06/01/11
Implement a school wide proficiency policy based on mastery of standards	Mrs. Stratton	Admin and teaching staff			
Pilot the Teaching/Learning cycle for AACPS to improve classroom instruction with a focus on student learning.	Mrs. Stratton Ms. Davenport Ms. Duffy Targeted program	Teachers	TL documents		06/11
Identify students who have not passed assessments and place in intervention during WCH and during the school day	School Test Coordinator, Ms. Adair	HSA lead teachers, DCs	EDW info	Schedule of interventions; teacher notes regarding student focus on standards for success	9/10,12/10, 3/11, 7/11
Schedule successful teachers and students to allow for looping in HSA courses to maintain teacher/student relationships	Mrs. Stratton	DC Scheduler		Master Schedule	8/10, 8/11
Host HSA information night to encourage parents to support student preparation and performance	School Test Coordinator Testing Administrator	HSA teachers		Meeting Scheduled, flyers, student and parent responses	

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Goal 2: Safe and Supportive Learning Environment

Goal Indicator 1: By the end of the 2011-12 school years, there will be a 20% reduction in the number of Arundel High School students receiving one or more referrals, suspensions, and expulsions for each NCLB group.

Data to Analyze:

Indicator	Groups	06/07 Ref Base- line	07/08 Ref	08/09 Ref	09/10 Ref	10/11 Ref Target	11/12 Ref Overall Target	06/07 Susp Base- line	07/08 Susp	08/09 Susp	09/10 Susp	10/11 Susp Target	11/12 Susp Overall Target	06/07 Expul Base- line	07/08 Expul	08/09 Expul	09/10 Expul	10/11 Expul Target	11/12 Expul Overall Target
By the end of the 2011-12 school year, there will be a 20% reduction in the number of secondary students receiving one or more referrals, suspensions, and expulsions for each NCLB group	All	670	645	671	552	524	536	345	338	294	269	263	276	5	0	0	0	0	4
	Af Am	316	310	303	242	230	253	176	172	135	126	123	141	3	0	0	0	0	2
	Asian	18	20	25	26	25	14	12	7	12	7	6	10	0	0	0	0	0	0
	Hisp	21	18	23	25	24	17	8	12	15	13	12	6	0	0	0	0	0	0
	Na Am	4	3	1	4	4	3	2	3	0	3	2	1	0	0	0	0	0	0
	White	311	294	319	255	242	249	147	144	132	122	119	118	2	0	0	0	0	1
	SpEd	89	74	57	61	58	71	53	57	36	39	38	42	0	0	0	0	0	0
	FARMS	109	100	90	75	70	87	63	62	61	47	46	50	0	0	0	0	0	0

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Annual Objective: During the 2009-2010 school year, the percentage of students overall and in each NCLB group receiving one or more referrals, suspensions, and expulsions will decrease by 10%.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
The Counseling Department will establish and hold group counseling sessions <u>so that</u> students will improve attendance, grades, and decrease referrals	Ms. Schrader	School Psychologist School Counselors	Identified students Meeting place/time	Attendance, Grades, Referrals Graduation Requirements	06/11
The Counseling Department will implement a new student orientation <u>so that</u> the transition to a new school is less stressful	Ms. Richburg	Peer Mediation Counselors	Counseling Office	Reduced referrals, graduation requirements, more involvement in school sponsored activities	06/11
Counselors will create a "Wildcat Welcome" program for parents <u>so that</u> the parents are aware of the support systems available to them at Arundel High.	Ms. Richburg	Counselors	Meetings scheduled 3-4 times a year	Reduced referrals, increased parent volunteers, more involvement in school sponsored activities	06/11
Administration/counselors will meet bi-weekly to review and plan to address students with referrals.	Mrs. Stratton	Assistant Principal School counselors	SASI/SWIS discipline	Staff meeting agendas, list of students with discipline referrals	06/11
The Counseling Department will implement summer conferences with at-risk students.	Counselors Administrators	Counselors Administrators	SASI, SWIS Discipline	Attendance, grades, referrals	06/11

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Goal Indicator 2: By the end of the 2011-12 school years, there will be a 20% reduction in the number of Arundel High School students receiving one or more referrals for insubordination.

Data to Analyze: 42% of all referrals were written for disrespect and insubordination

Statement of Need: Insubordination is the major cause of referrals.

Annual Objective: During the 2010-2011 school year, the percentage of students receiving one or more referrals for insubordination will decrease by 10%.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
The PBIS Team will train new staff and retrain existing staff to utilize flow chart for classroom managed vs. office managed behaviors <u>so that</u> class time is used effectively	R Schrader	PBIS	Lesson plan Visuals Exemplars Pride Bucks	Number of Referrals issued	06/12
Administrators will return referrals that require teacher action with an explanation <u>so that</u> the process adheres to classroom managed vs office managed offenses.	Administration	Administration	Referral forms	Number of Referrals returned	06/12
The PBIS Team will create lesson plans to teach students PRIDE <u>so that</u> all students can exhibit WILDCAT pride expectations	R Schrader	PBIS	Lesson Plans Matrix Paws Pledge Bucks	Matrix completed Paw Pledge signatures	06/12
The PBIS Team will solicit donations for students/ teachers <u>so that</u> all can be recognized for displaying PRIDE	R. Schrader	PBIS	Letter to request donations Pride Brochure Explaining PBIS	Donations/contributions received Thank you notes for donations.	06/12
Teachers will use Pridebucks to recognize positive targeted behaviors.	Staff	PBIS, staff, faculty	Pridebucks, incentives, training	Recognition drawings, administrative walk-throughs, observations, decrease in referral	06/11

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Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Process and report SWIS data monthly so that faculty and staff can see progress of PBIS	Brian Love	PBIS committee, Becky Schrader	SASI	Decrease in referrals	06/12
Mobilize the green zone students to be proactive model students by setting a positive example.	D. Kirk E. Arnold	STEP UP program Peer Mediation program AMP program	Assemblies for students, training, conflict resolution, WCH programs	Decrease in referrals, reporting Bullying incidence	06/12
Train students to intervene appropriately with peer conflicts	D Kirk E Arnold	STEP UP program Peer Mediation program AMP program	Training of students and staff	Number of mediations; increase in reporting of bullying	06/12
Implement group counseling meeting with red and yellow zone students to teach coping skills related to stress and anger management so that students can manage emotional responses and demonstrate appropriate classroom expectations.	R. Schrader	Counselors School Psychologist	Time Meeting Place	Better attendance in class and more time on task Decrease referrals and improved grades	06/12
Implement effective classroom management initiatives to help decrease referrals due to insubordination	Mrs. Stratton	Assistant Principals	Referral data, Classroom mgmt technique	Staff meeting agenda Conferences with staff	6/12

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Goal Indicator 3: By the end of the 2011-2012 school years, there will be a 10% increase in participation of students and staff in co-curricular and extracurricular activities.

Data to Analyze:

	October, 2007	Baseline for June, 2008	Baseline for June, 2009	Baseline for Oct. 2010	Baseline for Oct. 2011
Percent of Faculty/Staff Reporting Involvement in co-curricular and extra-curricular activities	92%	95%	95%		
Percent of students reporting involvement in one or more co-curricular and extra-curricular activities	67%	100%	100%		

Statement of Need: The percentage of students who report participating in co-curricular and extra-curricular activities is 67%. Research shows that students who are actively involved in the school community are less likely to have behavior-related problems in schools.

Annual Objective: Increase teacher participation by 3% and student participation by 20%.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
SGA will increase communication between the SGA and the Arundel High student body by holding quarterly General Assembly meetings <u>so that</u> the needs of the Arundel High students are being met	Sarah Poole K. Ladika	SGA Officers SGA representatives	Agenda Meeting place Representatives from each CATS advisory trained in communication	Agendas/ meeting minutes	6/12
Each SGA representatives and CATS reps will share information from the General Assembly meetings and solicit concerns <u>so that</u> the Arundel High students voices are heard	Sarah Poole K.Ladika	SGA Officers SGA representatives	Meeting place Representatives from each CATS advisory trained in communication	List of concerns meeting minutes	6/12

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Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
SGA will hold Wildcat Student Leadership Conference <u>so that</u> student leaders will learn team building and communication skills	Sarah Poole	SGA Officers and student leaders Principal	Date Guest Speakers INC training Program	Participation list Minutes	3/11
All clubs will create informational posters to be displayed at an extra-curricular summit <u>so that</u> students will be aware of the opportunities at Arundel High	Sarah Poole	SGA Officers Club advisors Students Business Manager	Materials Time	Posters on Display in front of cafeteria, bulletin boards, and Showcases.	10/10, 10/11
Survey staff to identify participation in co-curricular and extra-curricular activities <u>so that</u> acknowledgement and recognition can be given	Sherri Billheimer Mrs. Stratton	Administrators Sherri Billheimer	Recognitions	Survey results /participation	6/11

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Goal 3: Community Collaboration

Goal Indicator 1: By 2010-2011 Arundel High School will host a minimum of three community activities that consists of community-held school meetings and a non-traditional feeder system parental involvement activity

Statement of Need: Arundel High School held three non-traditional feeder parent involvement activities in 07/08 and needs to increase efforts at community collaboration.

Annual Objective: During the 2010/2011 school year, Arundel High School will host of minimum of two community-based parent meetings and two non-traditional feeder parental involvement activities.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
The faculty and staff of Arundel High School will organize two school meetings that take place in the community <u>so that</u> Arundel High School faculty and staff will be able to make a stronger connection to Arundel families and the community.	Mrs. Stratton	Mrs. Stratton Ms. Billheimer PTSO Cluster Principals	Location for meetings	Copy of agenda	6/10
Arundel High School will plan and participate in two feeder system projects so that the entire Arundel community can work and socialize together to promote more familiarity and improved relations	Admin.	Clubs Advisors Cluster Principals Signature Program Faculty	Arundel High Parking Lot or Cafeteria area and hallways and sources for advertisement of the event such as school web pages, distribution lists, principals' newsletters, school signs, and local newspapers	Advertisements and photos of the event	6/10
Plan and implement meetings to address under represented parents so that a connection can be made and student achievement increased.	Mr. Curtis	Mr. Curtis Sarah Walsh	List of parents and contact information	Agenda and sign-in sheets from meetings	6/10

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Goal Indicator 2: By the end of the 2011 – 2012 school year 90% of Arundel High School parents and select community members will indicate that schools communicate effectively and are welcoming.

Statement of Need: Since successful schools need strong parental involvement within the schools, we feel that we need to continue our focus of increasing positive school-parent-community contact.
parental involvement within the schools and we feel that we need to continue our focus of increasing positive school-parent-community contact.

Annual Objective: During the 2010-2011 school year, the number off Arundel High School parents reporting at least one “positive” personal contact with the school faculty and staff will increase by 10%.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Review AACPS survey data from the annual climate survey for the level of parental involvement.	Ms. Billheimer	Ms. Billheimer	Survey results	Survey results	01/11
Develop a parent/community feedback form	Mrs. Stratton	Mrs. Stratton Linda Adamson (Johns Hopkins) PTSO, CAC	Form distribution and collection at PTSO, CAC meetings	Feedback/data	06/11
Faculty and staff will create an English as a Second Language Support Group <u>so that</u> parents can better support their children.	Sue Young	Ms. Billheimer PTSO Community Agencies	Community Contacts	Copies of agendas	1/11
Publicize Parent Volunteers of the Month <u>so that</u> other parents become aware of the volunteer opportunities within the school and to publicly thank those parents who do wonderful work for the school	Volunteer Coordinator, Ms. Stickney, Business Manager	Teachers PTSO Ms. Stickney, Business Manager	Principal’s newsletter, bulk email, and the web page	Copies of the articles	6/12
Invite parent and community speakers <u>so that</u> they can share their expertise and connect with students and the school.	Sherri Billheimer	Career Clusters Leaders Signature Teacher Signature I.C.S.T.	Invitations, meeting spaces, computers and presenters , thank you notes	Copies of the thank you notes and attendance lists	6/11

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Goal Indicator 3: By the end of the 2011-2012 school year Arundel High will increase interactions the percentage of partnerships with faith-based and/or community organizations from the current baseline by 30%.

Statement of Need: The Counseling Office held monthly meetings, the school conducted 3 cluster events; since successful schools depend on the parental involvement within the schools we feel that we need to continue our focus of increasing positive school-parent-community contact.

Annual Objective: By the end of 2010/2011 Arundel High School faculty and staff will have at least 25 interactions with community members and organizations.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Promote Arundel High School to local businesses and community organizations <u>so that</u> the school is seen as being part of the community.	Sherri Billheimer	Business advisory board I.C.S.T.	Memorabilia with Arundel logo on it, bumper type stickers	Photos of memorabilia placement	6/12
Create an advisory board to promote the IT Academy to include community workforce <u>so that</u> students are prepared for the workforce.	Jeff Starr, Director of IT Academy at Arundel	EMIT Career Cluster Business Education Dept.	Informational posters about IT Academy, fundraisers to support IT	Posters, Academy paperwork	6/11
Plan and implement service projects within our immediate community <u>so that</u> good community relations are created and fostered.	Sherri Billheimer and/or Service Learning Coordinator	Grade 9- Government Grade 10- Science Grade 11 - English	Community needs, supervision and permission slips, supplies depending on identified need	Field Trip List	6/12
Implement a Signature Integrated Community Stakeholders Team (ICST) to promote the Global Citizenship and Community Development Signature <u>so that</u> the greater school community can have input on the timeline, curriculum, and resources. Through this program, we will continue to bring in post-secondary institutions and build business community relationships to strengthen the Signature	Sherri Billheimer	Barbra Dziedzic Signature Support Team (SST)	Funds for Chamber Mixers, Assistance from SST to attain industry members	Meeting Agendas and Sign-In Sheets	9/10

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Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Faculty and staff will maintain the “ <i>Men of Character</i> ” and “Pearls of Purpose” clubs <u>so that</u> at risk students can make a connection and commitment to each other and the school.	Mr. Curtis	Mr. Waldron Ms. Billheimer Mr. Smack Ms. Starkey	Meeting place and times. Permission slips, reservations, and transportation	Copies of meeting times and dates along with objectives for each meeting.	6/12
Athletic Department will maintain relationships with community recreational/athletic organizations: GORC, Crofton Athletic Council (CAC)	Mr. Rogers	Mr. Rogers, Mr. Necessary, Mr. Markiewicz, Mr. Starr	Field usage Classrooms for coach clinics	Brochures, posters, registrations, sign-up sheets	08/11
Seek faith-based organizations to assist with relationships with Hispanic and African-American families	Ms. Walsh	Ms. Walsh	Letters, business cards, meeting agendas	Attendance sheets at meetings, student achievement data	8/12