

School Improvement Plan 2011-12

Academic Action Steps

School: Annapolis High School

Goal Indicator: Beginning with the class of 2012 and thereafter, all Annapolis High School students will graduate in four years after mastering, at the highest possible level for each student, relevant and rigorous skills that are reflective of the Common Core Standards. Through culturally responsive instruction in a quality learning environment, we will eliminate the achievement gap.

Statement of Need: In 2010-2011, not all NCLB students groups were proficient in all the assessed areas.

Progress:

Mathematics:

Student Groups	08-09 Actual	09-10 Actual	10-11 Actual	11-12 Target AMO *
All	88.5	87.2	86.8	82.4
Af Am	84.6	82	83	82.4
Na Am	n/a	n/a	n/a	n/a
Asian	91.7	95.4	94.4	82.4
Hispanic	72.9	73.2	74.1	82.4
White	97.8	95.4	>95	82.4
LEP	53.6	54.2	55.5	82.4
FARMS	73.6	75.2	80.2	82.4
SpEd	52.6	65.2	87.5	82.4

Graduation:

Student Groups	08-09 Actual	09-10 Actual	10-11 Actual	11-12 Target
All	81.07		81.45	84.4
Af Am	79.44		82.31	84.4
Na Am	n/a	n/a	n/a	n/a
Asian	70.59		77.27	84.4
Hispanic	63.77		47.69	84.4
White	92.47		93.26	84.4
LEP	54.17		34.78	84.4
FARMS	78.70		66.36	84.4
SpEd	56.0		50	84.4

Reading:

Student Groups	08-09 Actual	09-10 Actual	10-11 Actual	11-12 Target AMO *
All	81.1	80.5	80.3	86.3
Af Am	72.0	73.1	74.3	86.3
Na Am	n/a	n/a	n/a	n/a
Asian	66.7	76.1	90.0	86.3
Hispanic	70.8	67.7	57.4	86.3
White	95.6	94.3	>95	86.3
LEP	35.7	29.2	24.1	86.3
FARMS	65.5	68.7	69.2	86.3
SpEd	36.8	67.3	76.7	86.3

Attendance:

Student Groups	08-09 Actual	09-10 Actual	10-11 Actual	11-12 Target
All	92.0	91.2	91.6	94.0
Af Am			90.7	94.0
Na Am	n/a	n/a	n/a	n/a
Asian			94.6	94.0
Hispanic			86.9	94.0
White			94.6	94.0
LEP			*	94.0
FARMS			89.6	94.0
SpEd			89.5	94.0

*MSDE required local school systems to collect data using both the existing race codes and the new race codes for the 2009-2010 school year which meant that schools needed to implement this no later than the first day of school in the 2009-2010 school year. Because the codes have changed significantly, no racial group trend data will be available this year.

Annual Objective: To institutionalize the programs and procedures below by school year 2012-2013.

Instructional Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure / Evidence	End Date
Increase rigor and college and career readiness for all ninth graders by implementing <i>Honors For All</i> in Science and Social Studies.	Science and Social Studies Academic Chairs, and Content Team Leaders	Science, Social Studies, ESOL, and SpEd Chairs, Content Team Leaders, and Teachers, IDTs, RSAs, and Administrative Team, 9 th Grade Academy	Benchmark data, quarterly grades, MYP assessment data, common assessments, common planning, seminar classes, differentiated instruction for PD	Content teams will meet to discuss grade reports and other data to determine if each student's needs are being met. The PD team will survey teachers for their instructional needs.	Biweekly throughout the year.
Increase rigor and college and career readiness for all ninth & tenth graders by implementing the IB Middle Years Programme	IB MYP Coordinator	Academic & department chairs; Administrative Team; content team leaders; IDTs; 9 th and 10 th grade teachers	Collaborative planning periods	Classroom observations; MYP assessment data	Weekly throughout the year
Improve assessment scores for courses that are externally assessed: benchmarks, High School Assessments, International Baccalaureate, and Advanced Placement.	Academic and Department Chairs, MYP and IB Coordinator, AYP Specialist	Principal, Administrative team, Academic and Department Chairs, AYP Specialist, Teachers, IDTs RSAs, and Administrative Team	Achievement Series, Public Release Items, Test Taking Strategies, Sample IB and AP Assessments including rubrics. Permission to administer the English H.S.A. in May of the students' 9 th grade year.	Data will be examined on a quarterly basis to determine standards /indicators that need to be re-taught. Work from internal assessments will be examined on a quarterly basis to determine adherence to content specific rubrics.	Biweekly throughout the year.

Assign meaningful content-specific writing tasks on a weekly basis in order to improve students' written communication skills	Academic and Department Chairs, AYP Specialist, Administrative Liaisons	Academic and Department Chairs, AYP Specialist, Teachers, IDTs, RSAs, and Administrative Team, PD team	PD on writing instruction; common core standards	Writing portfolios Walk-through visits	Each month throughout the year
Provide meaningful reading opportunities; with appropriate pre-, during, and post reading strategies; as often as relevant to the content in order to provide reading practice and improve reading skills.	Academic and Department Chairs, AYP Specialist, Administrative Liaisons	Academic and Department Chairs, AYP Specialist, Teachers, IDTs, RSAs, and Administrative Team, PD team	PD on reading strategies; common core standards	Examples shared on collaborative planning forms and at department meetings	Each month throughout the year
Create an academic culture conducive to academic success for students by reinforcing real world connections, emphasizing importance of academics and perseverance, and celebrating academic success.	Principal, Administrative Team, School Counselors, Academic and Department Chairs, IDTs, AYP Specialist, teachers, parents, community	Principal, Administrative Team, School Counselors, Academic and Department Chairs, IDTs, AYP Specialist, teachers, parents, community	Participation in internships, opportunity to access to post-secondary career paths, (teachers posting their college information for students to see), ACE team involvement, etc.	Quarterly PBIS celebrations; Recognize academic accomplishments of students; Student of the Month; Read/Post college acceptances; Provide opportunities for career inventories; After school writing workshops for college essays; Establish relationships between students and teachers regarding recommendation letters; Educate more teachers about Naviance; Career exposure plan;	Weekly throughout the year

School Improvement Plan 2011-2012
Safe and Supportive Learning Environment
Action Steps

School: Annapolis High School

Goal Indicator 2: By the end of the 2013-2014 school year there will be a 20% reduction in the number of secondary students receiving one or more referrals for each NCLB group.

Statement of Need: During the 2009-2010 school year, 28.9% of Annapolis High School students received one or more referrals.

Progress: During the 2010-2011 school year, 34.6% of Annapolis High School students received one or more referrals.

Annual Objective: During the 2011-2012 school year, the Annapolis High Community will focus on eliminating the achievement gap by decreasing the number of students receiving one or more referrals by 10%.

Student Groups	08-09 Actual	09-10 Actual	10-11 Actual	11-12 Target	12-13 Target
All	33	28.9	34.6	24.6	10.6
Af Am	61.8	60.9	57.2	47.2	37.2
Na Am	-	-	-	-	-
Asian	2.7	2.2	2.4	0	0
Hisp	14.7	16.2	22	11	1
White	20.8	20.7	18.4	8.4	0
ELL	12.6	19.8	20.1	10.1	.1
FARMS					
SpEd	12	11.4	9.5	0	0

Action Steps	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedures/Evidence	End Date
Continue and expand PBIS implementation:	Administration	PBIS Team	<ul style="list-style-type: none"> Matrix Posters (Respect for Self, 	<ul style="list-style-type: none"> Completion of matrices and 	Monthly

<ul style="list-style-type: none"> • Discuss and post behavior matrices for classrooms, hallways, etc. to ensure consistency in all areas of the building • Develop toolbox for teachers to address classroom-managed behavior. 			<p>Others, Learning, Property delineated for each area in school)</p> <ul style="list-style-type: none"> • Online toolbox (website access) • Resources about research-based behavior management strategies 	<p>toolbox</p> <ul style="list-style-type: none"> • Referral Data 	
<p>Increase positive interactions between staff and students with cultural proficiency.</p> <ul style="list-style-type: none"> • Review 4-to-1 positive-to-negative ratio with staff. • Increase school activities that include staff and students (faculty and student basketball game). • Offer PD on de-escalating classroom confrontations. 	Admin.	PD and PBIS Teams	<ul style="list-style-type: none"> • PD Time • Effective Trainers 	<ul style="list-style-type: none"> • PD Plan • Referral Data 	Monthly
<p>Improve the communication system with Annapolis City Police Department, Annapolis Housing Authority, and Community Ambassadors to eliminate the “carry-over” between neighborhood conflict and schools</p>	Principal Admin.	Administration, SRO, PPWs, Social Worker	<ul style="list-style-type: none"> • Access to community agencies • Community Liaison 	<ul style="list-style-type: none"> • Completion of system plan to include School Response Team Guidelines • Aggressive behavior data 	Monthly

12/13/2011

School Improvement Plan 2011-2012
Community Engagement
Action Steps

School: Annapolis High School

Goal Indicator: By the end of the 2012-2013 school year, Annapolis High School will have implemented a comprehensive communication network, to engage the community to help build and maintain a culture that enhances student achievement and ultimately eliminates the achievement gap.

Statement of Need: It is the intent of AHS to engage all stakeholders to bridge the gap between community resources and student/school needs.

Progress: By the end of the 2011-2012, Annapolis High School will utilize the school’s website to market and document school partnerships. The website will also serve as a database to be utilized by both the community and school faculty/staff to access opportunities to support programs/students and celebrate successes.

Annual Objective: By the end of the 2011-2012 school years, Annapolis High school will maintain, expand, and utilize its partnerships with community organizations, in order to enhance academic and social support for African American, Hispanic, FARMS, special education students, and all other student groups.

Action Step	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	End Date
Develop and maintain a Community Stakeholder database to effectively meet the needs of Annapolis High School.	Business Manager, Signature Program Facilitator	Admin Signature Program Facilitator PBIS Rep Community Ambassadors Teacher/Staff	Partnership List Donation Log Meetings Technology Meetings	Completed Annual Business Partnership Report/Log (21 st Century Foundation) Sign-in Sheets SIT minutes	Monthly and through 2012
Use the AHS website and various media outlets to inform school staff and community stakeholders of events, volunteer opportunities, and resources/programs.	Principal, Librarian, Business Manager	AHS Secretarial Staff Administration Guidance Clubs/Organization Sponsors Community Ambassadors	Weekly bulletins, Community Marquee Computer Access ConnectEd. E-mail	Survey Data Parent/Student Feedback Master Schedule	Monthly and through 2012
Increase community/business organizations partnerships by hosting monthly Integrated Community Stakeholders Team.	Signature Program Facilitator	Signature Program Facilitator, Administrator, PBIS Chairperson	Meeting Rooms Sector Contact List School RFP Proposal Volunteer Log	Internships Job Shadowing Sign-in Sheets Evaluations/Surveys	Monthly and through 2012

Addendum

2010-2011 Action Steps

Action Step	Person Responsible	Implementation Team	Resources/Staff Development Needed	Monitoring Procedure/Evidence	End Date
Partner with faith-based and community organizations in order to plan, implement and monitor programs that provide social and academic support (EQ)	M. Clarke, administrator	PBIS Team Advocates Teacher/sponsor Community Ambassadors Guidance	Rooms Sponsors Advertisement Monitoring Instrument Mentors	Mentor/ Support Description and Membership Log; Participation and sponsorship by faith-based and community organizations at and for school events Donation Log /Volunteer Log	Ongoing 06/10
Provide information about school sponsored events to faith-based and business partnership organizations so they can provide transportation in order to increase family involvement (EQ)	S. Hardy, teacher	School and Board Staff Community Ambassadors	Busses Cabs List of School Events Communication/Advertisement Flyers to community centers	Increased attendance at school events and school sponsored community events	Ongoing 06/10
Recruit faith-based and community organizations in order to participate on our Integrated Community Stakeholders Team and Signature Support Team to support the implementation of the Annapolis High Signature Program.(EQ)	E. Elston, Signature School Coord	E. Elston Administration	Meeting Rooms Sector Contact List School RFP Proposal Signature Survey	Participation, partnership, and sponsorship by faith-based and community organizations at and for school events and Signature program activities.	Ongoing 06/10
Implement an improved system of communication with families (EQ)	D. Lilley, principal	AHS Secretarial Staff Administration Guidance Clubs/Organization Sponsors Community Ambassadors	Faith-based organizations (weekly bulletins), Community and Government sites for advertisement, Marquee ConnectEd. E-mail	Increased family and community participation at school events	Ongoing 06/10