

Broadneck High School – School Improvement Plan

Evidence of Need: Current English MSA data indicates a disparity between the aggregate and targeted subgroups

Goal 1: By June 2013, Broadneck High School students will demonstrate high levels of academic achievement. The achievement of groups based on race, gender and socio-economic status will vary no more than 10 percentage points from the highest performing group on each measured standard.

Objective # 1: By June 2006, (MSA English) 81% of students in grade 10 will perform at or above the “proficient” level in MSA (English II) as defined by MSDE in compliance with No Child Left Behind, the Federal ESEA Reauthorization.

Milestone: An analysis of benchmark assessments will indicate that students are performing at or above proficient in MSA English II.

Evaluation: Did 81% of students in grade 10 perform at or above the proficient?

Strategy: Design, identify and implement effective instructional strategies and interventions that support the success of targeted subgroup members in achieving mastery of the English II MSA.

Task	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
Plan MSA initiatives and strategies that will improve performance of targeted under performing sub groups	AP liaison; Vertical Team Chair; Content Team Leader	English DC; Vertical Team Chair; Content Team	Vertical Team Materials; Disaggregated achievement	Benchmark MSA	Ongoing

(focus on English Vertical Team strategies: vocabulary development, literacy, and test taking skills).		Leader; English 10 Teachers; Special Education English 10 Teachers	data		
Continue Corrective Reading Program. Implement Wilson Reading	Principal Director of Curriculum; English Coordinator, Special Education Coordinator	Corrective Reading Teacher; Special Education Chair	Corrective Reading Materials	Corrective Reading Assessments	Ongoing

Task	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
Establish Corrective Reading Cohort for monitoring and Intervention	Principal; Content Coordinator	Assistant Principal Scheduler; AP Corrective Reading Liaison; Corrective Reading Teacher	Corrective Reading Materials	Corrective Reading Assessments	Ongoing
Implement English II pull-out program (English10)	Principal; AP Liaison	English Team; English DC; Special	State Assessments; Duty Roster;	Pull-out Schedule Assessments	Ongoing

		Education/ English Teachers	Schedule Instructional Space		
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Evidence of Need: Current data indicates a disparity between the aggregate and targeted sub-groups.

Goal 1: By June 2013, Broadneck High School students will demonstrate high levels of academic achievement. The achievement of groups based on race, gender and socio-economic status will vary no more than 10 percentage points from the highest performing group on each measured standard.

Objective #2: By June 2006, (MSA Mathematics) 71% of students will perform at or above the “proficient” level in MSA Algebra as defined by MSDE in compliance with No Child Left Behind, the Federal ESEA Reauthorization.

Milestone: An analysis of benchmark assessments will indicate an increase of students performing at or above proficient.

Evaluation: Did 71% of students perform at or above the proficient level in MSA Algebra?

Strategy: Design, identify and implement effective instructional strategies and interventions that support the success of targeted subgroup members in achieving mastery of the Core Learning Goals/Content Standards in Algebra.

Task	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
Plan MSA initiatives and strategies that target performance of underachieving sub groups (focus on Math Vertical Team strategies: vocabulary development, math literacy, and test taking skills).	Principal; Math Coordinator; Math DC; AP liaison; Vertical Team Chair; Special Education DC	Content Team Leader; Math DC; Content Team Leader; Teachers; Special Education/ Math Teachers	Vertical Team Materials; Disaggregated achievement data	Assessments; Benchmarks; MSA's	Ongoing
Establish a three-tiered tutoring/mentoring program in conjunction with the Parole Rotary/Interact.	Principal, AP	AP liaison; Interact Advisor/ Rotary Liaison	Business Partners; Teachers	Assessments	Ongoing
Implement Algebra pull-out program.	Principal; AP Liaison	Algebra Team; Math DC; Special Education Algebra Teachers	State Assessments; Duty Roster; Schedule; Instructional Space	Pull-out Schedule Assessments	Ongoing

Evidence of Need: Current HSA data indicates a disparity between the aggregate and targeted sub-groups.

Goal 1: By June 2013, Broadneck High School students will demonstrate high levels of academic achievement. The achievement of groups based on race, gender and socio-economic status will vary no more than 10 percentage points from the highest performing group on each measured standard.

Objective #3: By June 2006, (HSA) The percent of Broadneck High School students passing the Maryland High School Assessments will increase. (See attached charts for individual targets.)

Milestone: An analysis of benchmark assessments will indicate an increase of students performing at or above proficient.

Evaluation: Did the percentage of Broadneck High School students passing the Maryland School Assessments increase?

Strategy: Design, identify and implement effective instructional strategies and interventions that support the success of targeted subgroup members in achieving mastery of the Core Learning Goals/Content Standards.

Task	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
Continue to implement county curriculum written in HSA format. Monitor EI's (explicit instruction)	Principal; AP's; Content Coordinator	DC's; Content Team; Leaders/Teachers	County Curriculum Guides/Pacing Guides	Benchmark; Content Team Minutes; HSA's	Ongoing
Administer benchmarks	Content Coordinators	Teachers; DC's	County Assessment Data	Benchmark Assessments	Ongoing

Evaluate achievement data and adjust instruction accordingly	Principal; Guidance Counselors; Scheduler	Department Chairs; Teachers	County/State Assessments Data; SASI XP	SASI XP; Assessment Data	Ongoing
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Evidence of Need: Current AP enrollment data indicates a disparity between the aggregate and targeted sub-groups.

Goal 1: By June 2013, Broadneck High School students will demonstrate high levels of academic achievement. The achievement of groups based on race, gender and socio-economic status will vary no more than 10 percentage points from the highest performing group on each measured standard.

Objective #4: In 2005-2006, 63% of Broadneck High School seniors will have completed at least one Advanced Placement course.

Milestone: Analyze scheduling data to ensure that targeted subgroups are appropriately represented.

Evaluation: Did 63% of Broadneck High School seniors complete at least one AP course?

Strategy: Design, identify and implement effective instructional strategies and interventions that support the increased enrollment of targeted subgroup members in Advanced Placement Courses.

Task	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
Continue and expand use of the AP Potential program to include an informational assembly for all students identified as having AP Potential.	Guidance; Scheduling Admin.	Department Chairs; Teachers of pre AP Courses	PSAT results; Letter to parents; auditorium for assembly to explain the AP course offerings at BHS	Enrollment Data	Ongoing
Encourage Pre-AP/AP teachers to participate in College Board workshops/seminars	Board of Education; College Board Liaison; Content Coordinators	Principal; Dept. Chairs; Pre-AP/AP Teachers	Availability information; funding (reimbursement; substitutes)	Certification of Participation; AP Certification Application; ERO	Ongoing
Continue to in-service English, Math, Social Studies/World Classical Language Vertical Teams	Director of Curriculum; Content Coordinator	Principal; AP Liaison; Vertical Team Leaders	College Board; Vertical Team Materials	Agendas and Minutes of Vertical Team Meetings; ERO	Ongoing
Task	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
Continue the monthly AP teachers' meetings to coordinate and strategize	AP College Board Liaison; Content	Principal; Counselor; AP teachers	Monthly calendar of AP information	Agendas and Minutes of AP Meetings	Ongoing

for consistency across the AP program	Coordinator; Director of Curriculum				
Establish an AP Newsletter specifically for parents of pre-AP students and AP students	Principal; Pre-AP/AP Teachers	AP Teacher	Publication materials	Newsletter	Ongoing

Evidence of Need: Current AP data indicates that BHS students are performing at less than a 70% pass rate on the AP tests.

Goal 1: By June 2013, Broadneck High School students will demonstrate high levels of academic achievement. The achievement of groups based on race, gender and socio-economic status will vary no more than 10 percentage points from the highest performing group on each measured standard.

Objective #5: In 2005-2006, 68% of Broadneck High School seniors who completed at least one Advanced Placement course will perform at a level of 3 or better on AP examinations by graduation.

Milestone: Analyze formative and summative assessments in the AP classes to determine readiness for the AP exam.

Evaluation: In 2005-2006, did 68% of Broadneck High School seniors perform at a level 3 or better on the AP examinations by graduation?

Strategy: Design, identify and implement effective instructional strategies and interventions that support the success of targeted subgroup members in Advanced Placement Courses.

Task	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
Continue an AP Student Team	Principal; Pre-AP/AP Teachers	Freshman/ Sophomore Scholar Advisors	Selected AP Students	Agendas and Minutes of Monthly Meetings	Ongoing
Continue and expand AP Information Presentations by AP senior mentors specific to each AP course offered at BHS	Advisor of Freshman/ Sophomore Scholars	Senior Mentor and Scholars Advisors	Computer Labs; Media Center; Auditorium	PowerPoint's of AP Course Presentations	03/06
Continue an AP Parent Night	Principal; Guidance	Pre-AP/AP Teachers; AP Students	Newsletter; Additional mailings; Caller system	Flyers/Program; Attendance	Ongoing

Evidence of Need: Current data indicates a disparity between the aggregate group of SAT test takers and targeted sub-groups.

Goal 1: By June 2013, Broadneck High School students will demonstrate high levels of academic achievement. The achievement of groups based on race, gender and socio-economic status will vary no more than 10 percentage points from the highest performing group on each measured standard.

Objective #6: By end of 2005-2006, 71% of Broadneck High School seniors will have taken the SAT by the end of their senior year.

Milestone(s): An analysis of SAT test takers throughout the school year will indicate an increase in minority student test takers.

Evaluation: Did 71% of Broadneck High School seniors take the SAT by the end of their senior year?

Strategy: Design, identify and implement effective strategies and interventions that support the increased participation of targeted subgroup members in the SAT.

Task	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
Promote PSAT/SAT test taking	Guidance Counselors; Administrators; DC's	Guidance; CTA	Data Warehouse; Test Results; Test Reports; Newsletter; Phone caller	PSAT SAT Data	Ongoing
Continue the Kaplan Test Program	Principal	Music DC; Music Boosters; Kaplan	Newsletter; Phone Caller; Kaplan Materials		Ongoing
Continue the Freshmen/Sophomore Scholars Program with focus on SAT prep	Principal	Scholars' Advisors	SASI; College Board Materials	Agenda Minutes	Ongoing
Implement PSAT pull-out	Principal AP Liaison	English Team; English DC; Special Education English Teachers	State Assessments; Duty Roster; Schedule Instructional Space	Pull-out; Schedule Assessments	Ongoing

Evidence of Need: Current data indicates a disparity between the aggregate's and targeted subgroups' achievement on the SAT.

Goal 1: By June 2013, all AACPS high school students will demonstrate high levels of academic achievement. The achievement of groups based on race, gender and socio-economic status will vary no more than 10 percentage points from the highest performing group on each measured standard.

Objective #7: The average SAT score for Broadneck High School seniors will increase 2% over the 2004-2005 baseline established by the goals of Anne Arundel County Public Schools.

Milestone: Performance on SAT type test items (SR, BCR, ECR) included in course assessments will indicate an increase in achievement.

Evaluation: Did Broadneck High School average SAT score for seniors increase 2% over the 2004-2005 baseline?

Strategy: Design, identify and implement effective instructional strategies and interventions that support the success of targeted subgroup members on the SAT.

Task	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
Use PSAT/SAT data to refine school SAT strategies in order to best address our targeted under performing sub groups.	Principal; English/Math DC's	PSAT/SAT Prep Course Teachers	Test Results; SAT Score Report; SOA results	PSAT; SAT Data	Ongoing

Evidence of Need: Current data indicates a disparity between general education and special education students' completion of requirements for a Maryland diploma.

Goal 1: By June 2013, Broadneck High School students will demonstrate high levels of academic achievement. The achievement of groups based on race, gender and socio-economic status will vary no more than 10 percentage points from the highest performing group on each measured standard.

Objective # 8: By June 2006, 90% of special education students at Broadneck High School who are seniors will earn a Maryland high school diploma.

Milestone(s): Analyze course history and grade reports in order to track the progress of our special education students toward the completion of graduation requirements.

Evaluation: Did the percentage of special education students earning a Maryland diploma increase by 2%?

Strategy: Design, identify and implement effective instructional strategies and interventions that support the success of special education students in earning a high school diploma.

Task	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	End Date/ Check off When Completed
Provide optimal classroom instruction through effective scheduling.	Principal; Scheduler	Department Chairs; Teachers	SASI		Ongoing

Provide for “pull-outs” and tutorials through the Interact and the <i>BCR</i> mentoring program.	Principal; AP	Interact Advisor; Interact Liaison	Business Partners; Activity Buses	Assessments	Ongoing
Eliminate non-instructional duties in targeted academic areas for pull-outs.	Principal	Designated	Duty Roster	Pull-out Schedule Assessments	