

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Goal 1: All 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.

Indicators: By the end of the 2013-14 school year, 80% of diploma bound seniors and NCLB student groups in each high school will take the SAT, ACT or Accuplacer.

Statement of Need: According to the data in 2010-2011 for percent test takers, 68.5 percent of diploma bound seniors had taken the SAT and ACT by the end of their senior year. 65.4 percent of African American, 37.5 percent of Hispanic, 16.7 percent of special education and 44.9 percent of FARMS student groups had taken the SAT and/or ACT.

Annual Objective 1: By the end of 2011-12 school year, 80% in each NCLB student groups enrolled at Arundel High School will register and participate in the SAT and/or ACT.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Identify the top 15 percent of students in each NCLB group to establish a Freshmen Scholars Program <u>so that</u> students are exposed to college requirements.	Ms. Richburg	Ms. Hopkins Ninth Grade Academy	GPA Data	GPA data List of Students	January 2012
Implement lessons to inform sophomore of requirements for college entry <u>so that</u> sophomores students will be prepared to register and participate in the SAT and ACT.	Ms. Young	Counselors	Instructional Time	Lessons, SAT Registration and Participation	June 2012
Encourage students to take the SAT or ACT at the completion of Algebra 2 <u>so that</u> mathematics scores will increase.	Ms. Richburg	Counselors	SAT Booklets	Registration and Student Performance Data	May 2012
Identify and invite African American, Hispanic and special education parents and students to informational meeting and assist in registration SAT and ACT address <u>so that</u> the enrollment of African American, Hispanic and Special Education students increases for the SAT/ACT.	Ms. Richburg	Counselors Equity Team	SAT Registration	Meeting Agenda, Attendance Sign In, SAT /Act Registration	May 2012

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<p>Monitor SAT/ACT enrollment to identify and meet with seniors who have not registered for the test so that there is an increase in the number of students in each NCLB student groups registered for the test.</p>	<p>Ms. Richburg</p>	<p>Counselors</p>	<p>Access to College Board website</p>	<p>List of students</p>	<p>November 2011 – Seniors May 2012 – Juniors</p>
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Indicator: By the end of the 2013-14 school year, Arundel High School diploma bound seniors will meet or exceed the annual national average for critical reading, writing and mathematics on the SAT and all content areas for the ACT.

Statement of Need: According to the 2010-2011 data regarding SAT/ACT scores, while white students were meeting and/or exceeding national and county averages for the different measures of the SAT and ACT, African American, Hispanic and Special Educations students are scoring significantly lower in reading, writing and mathematics on the SAT and all content areas of the ACT.

Annual Objective 2: By the end of the 2011-2012 school year, all NCLB student groups will meet or exceed the county average for reading, writing, and mathematics on the SAT and all content areas for the ACT.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Host a SAT/ACT practice test twice a year for African American, Hispanic and Special Education students to determine strengths and areas in need of improvement so that average scores on the SAT/ACT will improve.	Mr. Wilhelm	Counselors	SAT Test ACT Test	Practice Scores	June 2012
Implement common core standards to improve critical reading skills, writings skills, and vocabulary across the curriculum so that scores on the SAT/ACT will increase.	Ms. Davenport	Professional Development Committee, Teachers 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.	June 2012

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Indicator: By the end of the 2013-14, school year, 80% of diploma bound seniors and NCLB students groups will have completed at least one AP course or Honors course.

Statement of Need: According to the 2010-2011 data, while 71 percent of the student population had enrolled in at least one AP course, 58.7% of African Americans, 68.8 % of Hispanic, and 8.3% of Special Education students enrolled in at least one AP course.

Annual Objective 3: By the end of the 2011-2012 school year, the number of diploma bound seniors having completed at least one AP and/or Honors course will be 10% greater than the previous year for all student groups.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Encourage participation in school signature program, AP and Honors electives such as AP Economics, AP Human Geography, AP Environmental Science, AP Comparative Government, Comparative Religion, Honors World History, and Honors African American History so that the number of under-represented students in Honors and AP classes increase.	Mr. Carlson	Ms. Billheimer, Ms. Dziedzic, Counselors	Course Catalogue Graduation Requirements	Course Enrollment	April 2012
Use AP potential from PSAT scores to identify and recruit students so that African American, Hispanic and Special Education students will enroll in AP courses after completing Academic Writing.	Mr. Carlson Ms. Davenport	Counselors Administration	PSAT Scores	AP Enrollment	April 2012
Collaborate with middle schools to develop and implement common core standards so that African American, Hispanic, Special Education students will have academic success and be encouraged to enroll in Honors and AP courses.	Ms. Hopkins	Counselors	Common Meeting Time	Meeting Minutes Student Roster	May 2012
Restructure the AVID program to develop specific cohorts of students beginning in 9 th grade so that AP/honors enrollment of students increase.	Mr. Carlson	AVID Site Team Counselors	Schedule	Course registration	June 2012

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<p>Invite a panel of college advisors and financial advisors to meet sophomore and junior students and their parents to discuss college admission requirement, benefits of Honors and AP enrollment and SAT preparation and scholarships so that students will be encouraged to enroll in Honors and AP courses.</p>	<p>Ms. Richburg</p>	<p>AVID Team Equity Team Counselors</p>	<p>Invitations, Sign Ins</p>	<p>Honors and AP Enrollment of students Scholarships</p>	<p>March 2012</p>
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Goal 1: All 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.

Indicator: By the end of 2013-14, 100% of all high school seniors in each NCLB students group who have been enrolled in at least one AP course will have sat for an AP examination.

Statement of Need: According to the 2010-2011 data, 78.1 percent of students enrolled in AP course sat for the AP exam. 65.6 percent of African American, 36.4 percent of Hispanic and percent of 50.0 Special Education students sat for an AP examination while percent of 93.3 Asian 91.7 Multiracial and 82.2 White students sat for at least one AP exam.

Annual Objective 4: By the end of the 2011-12 school year, the number of students who have enrolled in at least one AP course and have sat for one AP examination will increase 15 % for each student group.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Meet with AP students who have not registered for AP exams <u>so that</u> students will register and participate in the AP exams.	Mr. Carlson	Ms. Adair AP Committee	AP Enrollment AP Registration	Meeting Log	January 2012
Host a dinner for students who will be first time test takers on an AP exam and invite a panel of experts on AP test taking <u>so that</u> African American, Hispanic and Special education students so that these students will be comfortable with taking AP exams.	Mr. Carlson	AP Committee ETAG Committee	AP Enrollment AP Registration	Agenda Attendance Sheet	February 2012

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Indicator: By the end of the 2013-2014 school year, 75% of all diploma bound seniors and each NCLB student group who have sat for AP examination will have earned a 3 or better on AP examinations

Statement of Need: According to the 2010-2011 data, 22.5 percent of African American, 36.4 percent of Multiracial and zero percent of Special Education students earned a 3 or greater on an AP exam while 75 percent Hispanic, 71.4 percent of Asian and 71.1 White students earned a 3 or greater on an AP exam.

Annual Objective 5: By the end of 2011-12 school year, the number of diploma bound seniors and each NCLB student group who sat for an AP examination will have earned a 3 or better on AP examination will increase by 5% for all student groups.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Encourage and assist students in developing effective study habits through formation of study groups <u>so that</u> the success of students on AP exams will increase.	Mr. Carlson	Counselors Department AP Teachers	Room	Attendance sheets AP Exam Performance	November 2011
Encourage Advanced Placement teachers to use technology as an instructional strategy to activate student engagement <u>so that</u> AP exam performance will improve.	Ms. Davenport	Technology Committee AP Committee		Observation/lesson plans	June 2012

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Indicator: By the end of the 2013-2014 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.

Indicator: By the end of the 2013-2014 school year, all high schools will reach a **dropout rate** of less than 3% (for each NCLB student group) established by the Maryland State Department of Education.

Statement of Need: According to 2010-2011 graduation data, while the **graduation rate** for White, Asian and Hispanic is equal to or greater than 98 percent only 94.4 percent of African American and 96 percent of special education student groups graduated.

Annual Objective 6: By the end of the 2011-2012 school year, Arundel High School will demonstrate increased academic achievement by increasing the **graduation rate** for African American, Multiracial and special education student groups by 5 percent.

Statement of Need: According to 2011-2011 **dropout rate**, while the overall dropout rate for is less than one percent, 3.7 percent of white, 7.3 percent of African American, and 2 percent of special education students groups dropped out.

Annual Objective 7: By the end of the 2011-2012 school year, Arundel High School will demonstrate increased academic achievement by decreasing the **dropout rate** for African American, White and Special Education student groups to less than 1%.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Collaborate with community outreach/mentoring programs for students of all NCLB groups so that students can participate in mentor programs with positive role-models.	Mrs. Foster	School Counselors PPW Equity team	Community Contacts	Names of students participating in program.	June 2012
Work with African American and special education parents to develop relationships so that the home/school partnership can assist with student achievement and reduce the drop out rate.	Ms. Foster	School Counselors Equity Team	Community Contacts	Schedule of events Parent feedback	June 2012

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Participation of faculty and staff in professional development opportunities that explore aspects of Cultural Proficiency with an emphasis on specific challenges of African American, and special education so that faculty and staff build more positive relationships with students to meet the needs of all learners.	Mrs. Davenport	Professional Development Team School Counselors	Materials related to African American students	Copy of Professional Development Agenda	June 2012
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Goal 1: All 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.

Indicator: By the end of the 2013-2014 school year, 85% of all ninth grade students in each NCLB student group will have a quarterly Grade Point Average (GPA) of 2.0 or above.

Indicator: By the end of the **2013-14** school year, all students in each NCLB student group will have a quarterly Grade Point Average (GPA) of at least a 3.0 or above.

Statement of Need: According to the 2011-12 data, while 89.8% of Asian, 87.3% Multiracial, 100% American Indian and 90% of White students earned a GPA of 2.0 or above, 66.6 percent of African American, 77.7 percent Hispanic and 57.1 percent of special education students earned a quarterly GPA of 2.0 or above.

Annual Objective 8: By the end of the 2011-2012 school year, Arundel High School will demonstrate an increase in the percentage of students in African American, Hispanic and special education student groups in earning a quarterly GPA of 2.0 or above to be equal to or greater than 85 percent.

Statement of Need: According to the 2011-2012 data, while the average GPA for white students is 3.02 and Asian students is 3.23, the average GPA for African American student group is 2.36; for the Hispanic student group is 2.85; for American Indian student group is 2.88; for Multiracial student group is 2.85 and special education student group is 2.10.

Annual Objective 9: By the end of 2011-2012 school year, Arundel High School will demonstrate an increase in quarterly GPA to 3.0 or above for of African American, Hispanic, Multiracial, and special education student groups.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Implement AVID strategies by all teachers <u>so that</u> the needs of all students will be met in the classroom.	Mr. Carlson	AVID Site Team Faculty	Monthly Prof. Development	Observation Walk through data	June 2012
Implement the Proficiency program with fidelity to encourage mastery learning of content by using re-teaching strategies and alternative assessments for students needing support <u>so that</u> student academic achievement will increase.	Ms. Stratton	Administrators Department Chairs	Review of plan (Aug 2011)	Review of Teachers Gradebooks Grade distribution by teacher	Quarterly throughout the school year

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Identify African American, Hispanic and special education students and assign students a CAT's teacher to foster a mentoring relationship so that student achievement increases.	Ms. Hopkins	Selected CATS teachers		Match lists, anecdotal records, student test and attendance data, Parent contact logs	January 2012
Identify students who are African American, Hispanic and Special Education to be mentored by student advocates so that support and assistance can be given to improve GPA to 3.0.	Ms. Hopkins	Administrator and Counselor pairs Advocates	Student data	GPA, attendance and discipline data reviewed monthly	June 2012
Identification of African American, Hispanic, Multiracial and special education students who are "at risk" for focus groups so that counselors and administrators can develop individualized interventions based on student's needs and student's academic achievement will increase.	Ms. Stratton	DCs Counselors Administration	Copies of student sign-in sheets Documentation of meetings and interventions. GPA by quarter	Anecdotal data Student data	June 2012
Utilization of technology by teachers for formative assessments so that teachers will use the data to differentiate instruction and re-teach.	Ms. Davenport	Professional Development Committee	Technology distributed, training on Senteos	Senteo quizzes observed, sample quizzes in professional portfolios	June 2012
Administration will collaborate with content teams to use the Teaching Learning Cycle, Differentiated Instruction, Formative Assessments, Thinking Maps, and Common Core so that instructional strategies will change to increase the academic achievement of students will improve.	Ms. Stratton	Administration Department Chairs	Training in standards and assessment design, student centered activities, DI assessment, and Teaching and Learning Cycle	Sample Lessons Sample Assessments Observations Walkthroughs	June 2012

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Indicator: 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 and English 2 by graduation.

Statement of Need: According to the 2010-2011 data regarding the English 2 High School Assessment scores for students in the senior cohort while the 95 percent of white students passed the test, only 88 percent of African American students, 85 percent of Asian students, 89 percent of Hispanic students and 70 percent of Special Education students passed the English 2 High School Assessment. According to the 2010-2011 data regarding the Algebra High School Assessment for students in the senior cohort while 99 percent of white students passed the Algebra High School Assessment, only 80 percent of Special Education students passed the Algebra High School Assessment. According to the 2010-2011 data regarding Biology High School Assessment for students in the senior cohort, while 96 percent of white students passed the Biology High School Assessment, only 86 percent of African American students, 93 percent of Hispanic students and 75 percent of Special Education students passed the High School Assessment for Biology.

Annual Objective 10: By the end of 2011-2012 school year, 95 percent of students in each NCLB student group of the Senior Cohort will pass the English High School Assessment which exceeds the Annual Measurable Objective of 86.3 percent; 100 percent of students in each NCLB student group of the Senior Cohort will pass the Algebra High School Cohort which exceeds the Annual Measurable Objective of 82.3; and 97 percent of students in each NCLB student group of the Senior Cohort will pass the Biology High School Assessment.

Statement of Need: According to the 2010-2011 data regarding the English 2 High School Assessment scores for *first time test takers*, while the 92.7 percent of white students passed the English High School Assessment test, only 70 percent of African American students, 81.4 percent of Asian students, 68 percent of Hispanic students and 37 percent of special education students passed the English 2 High School Assessment. According to the 2010-2011 data regarding the Algebra High School Assessment for *first time test takers*, while 80 percent of white students passed the Algebra High School Assessment, only 62.3 percent of African American students, 75.7 percent of Multiracial students and 61.5 percent of Special Education students passed the Algebra High School Assessment. According to the 2010-2011 data regarding the Biology High School Assessment for *first time test takers*, while 93.7 percent of white students passed the High School Assessment, only 67.3 percent of African American students, 84.6 percent of Asian students, 83.3 percent of Hispanic students, 84.2 Multiracial students and 50 percent of Special Education student passed the High School Assessment for Biology.

Annual Objective 11: By the end of 2011-2012 school year, 95 percent of students in each NCLB student group of the first time test takers will pass the High School Assessment for English, Algebra and Biology which exceeds the Annual Measurable Objective of 86.3 for English 2 and 82.3 for Algebra.

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Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Identify students who have not passed assessments in order to place them in interventions during WCH and pullouts during the school day so that students achieve passing scores on HSA.	Mr. Carlson Ms. Adair	DC for English, Algebra, Biology and Content team leaders for English, Algebra and Biology	Student lists from Data Dashboard	Performance on practice test questions; HSA Student scores	October 2011, March 2012, April 2012
Implement a” looping “schedule for African American, Hispanic and special education students enrolled in HSA courses to maintain relationships and consistency so that students achieve proficiency on HSA courses.	Mrs. Stratton	Ms. Davenport DCs		Master Schedule	January, July 2012
Invite African American, Hispanic and Special education parents and students to a HSA information night to gain parent support for student preparation and performance so that students achieve a passing scores.	Mr. Carlson	HSA teachers		Invitation, parent attendance sheet	School testing calendar
Mandatory WCH tutoring for special education who students are first time test takers for academic support and intervention so that student achievement increases.	Ms. Davenport	Special education teachers	Room	Student attendance logs	May 2012
Develop and implement incentive program to motivate students so that HSA achievement of all students in all NCLB groups increases.	Mr. Carlson	Test Coordinator Special Ed DC, HSA Lead Teachers	Prizes, point sheets	Student point sheets	Three weeks prior to each test administration
Host a summer HSA Academy to work with African American, Hispanic and special education students who missed a proficiency by a narrow margin so that student achieve a passing scores.	Ms. Davenport	English and Algebra teachers School Test coordinator	Stipend funds	Student attendance lists and test score data	July 2012

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Goal 2: 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.

Indicator: By the end of the 2013-14 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.

Statement of Need: According to the 2010-2011 data, while 35.85 percent of white, 3.7% of Asian, 4.0% of Hispanic students and 15.9% of Special Education students earned one or more referral, 55.9% of African American students earned one or more referral.

Annual Objective 1: By the end of the 2011-12 school year, there will be a 20% reduction in the number of students receiving one or more referrals and suspensions for White, Asian, Hispanic and special education student groups.

Annual Objective 2: By the end of the 2011-12 school years, there will be a 50% reduction in the number of African American students at Arundel High School receiving one or more referrals and suspensions.

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.	Ms. Walsh	PBIS Committee	SWIS Training	Decrease in referrals	June 2012
Provide cultural proficiency, classroom management and de-escalation training session during monthly staff development so that all staff will create and equitable quality learning environment.	Ms. Davenport	Professional Development Committee, Equity Team	Referral data Cultural proficiency De-escalation techniques	Decrease in referrals for targeted groups.	June 2012
Develop consistent manner to code and process referrals by maintaining discipline logs so that data can be analyzed.	Ms. Stratton	Administration	Referral forms	Violation Codes, Consequence, Ethnic Code Recorded	June 2012

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Implement the use of Pride bucks and MIRs by teachers and administration for soft offenses to recognize positive behavior so that the number referrals for soft offenses will decrease.	Ms. Walsh	Administration PBIS Team	Referral forms PBIS	Number of Referrals returned	June 2012
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Goal 2: 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.

Indicator: 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

Statement of Need: According to 2010-2011 discipline data regarding violations against the Code of Conduct, 34.9% of referrals were in violation of insubordination, 13% of the referrals were in violation of disruption and 10% of the were referrals were in violation of disrespect. According to the 2010-11 data for the number of referrals for insubordination, disrespect and disruption for NCLB groups, 56.5% of insubordinate violations were committed by African American students. 55% of disrespect violations and 79% of disruption violations were committed by African American students.

Annual Objective 3: During the 2011-2012 school year, the percentage of African American students receiving one or more referrals for insubordination, disrespect, and classroom disruption will decrease by 50%.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Participation of faculty and staff in professional development regarding utilization of the flow chart for classroom managed vs. office managed behaviors <u>so that</u> class time is used effectively and consistently and insures a progressive discipline process.	Ms. Walsh	PBIS	CATS Lesson plan Thinking Maps Behavior Flow Chart MIR's Pride Bucks	Number of Referrals issued	June 2012
Restructure and implement the use of Positive Behavior Intervention Supports (PBIS) <u>so that</u> a positive learning environment is developed for all students groups. <ul style="list-style-type: none"> Provide strategies through weekly emails for the use of pride bucks by teachers in the 	Ms. Walsh	PBIS Team	PBIS Professional Development	Weekly Emails	June 2012

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<p>classroom so that students will be encouraged to display positive behavior</p> <ul style="list-style-type: none"> • Recognition of students and teachers for utilization of “Pridebucks” for positive targeted behaviors so that staff will recognize and students will demonstrate appropriate behaviors. 	Ms. Walsh	Faculty	Letter to request donations/Incentives Pride Brochure Explaining PBIS Pridebucks	Donations/contributions received Thank you notes for donations. Bi-Weekly recognition drawings, administrative walk-throughs, observations, decrease in referrals	
Mobilize the green zone (85%) students to be proactive model students in becoming involved in school leadership organizations so that positive examples are replicated.	Ms. Walsh	SGA, Athletics Peer Mediators STEP UP program AMP program Extracurricular Clubs	Assemblies for students CATS Lessons	Decrease in referrals Increase reporting bullying incidences Attendance at Quarterly Incentives (No-Referral Pep Rally)	June 2012

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Goal 3: 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.

Indicator 1: By 2011-2012 Arundel High School will host a minimum of two community activities and/or parent teacher conference in the community and a non-traditional feeder system parental involvement activity.

Statement of Need: Arundel High School held two non-traditional feeder parent involvement activities in 10/11 and needs to increase efforts at community collaboration level.

Annual Objective 1: During the 2011/2012 school year, Arundel High School will host of minimum of two community-based parent meetings and one non-traditional feeder parental involvement activities in each geographic area region (Crofton and Odenton).

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Organize two activities 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. <ul style="list-style-type: none"> • The PTSO will host a principal's coffee at an Odenton location <u>so that</u> parents of NCLB groups have the opportunity to attend. • The Equity Committee will host an Eliminating the Achievement Gap Community Forum <u>so that</u> families of NCLB groups will become more engaged in the ETAG efforts. 	Ms. Stratton	PTSO Ms. Foster Equity Team	Location for meetings	Copy of agenda	June 2012
	Ms. Billheimer	Ms. Foster Equity Team PTSO Feeder PTSO's and Principals	Location for meetings Community Partnerships	Feedback Data	June 2012

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<p>Plan and participate in one feeder system project so that the entire Arundel community can work and socialize together to promote more familiarity and improved relations</p> <ul style="list-style-type: none"> The Signature Program will host an International Fair <u>so that</u> more students and community members become exposed to the program. 	<p>Ms. Billhiemer, Signature Facilitator</p>	<p>Ms. Dziejic ICST Feeder Principals</p>		<p>Advertisements and photos of the event</p>	<p>June 2012</p>
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Goal 3: 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.

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: Based on the Community Engagement Parent Survey for 2010-2011 school year, out of the 1953 students, there were only 52 households who participated in the survey. 65 percent of the household feel the school is actively involved in the community, 60 percent said they are informed about new programs and what their child is learning, 77 percent said they were well informed about events and activities at my child’s school and 88 percent said they receive prompt and courteous greeting when entering the building.

Annual Objective 2: During the 2011-2012 school year, the number of households who participate in Arundel High school will increase by 25 percent in school surveys.

Annual Objective 3: During the 2011-2012 school year, the number of Arundel High School parents will report at least one “positive” personal contact with the school faculty and staff will increase by 25%.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
Provide laptops at parent meetings so that parents can sign up for school and parent yahoo groups to receive email communication	Ms. Billheimer Ms. Hopkins	Administrative Team	Laptops	Increased enrollment in yahoo groups	June 2012
Gather baseline data to monitor the number of households within Arundel High school <u>so that</u> data can be monitored regarding parent participation in parent surveys.	Ms. Billheimer Ms. Hopkins	Administrative Team	Number of households		June 2012
Host two feeder Music student performance concerts <u>so that</u> the parent community will develop a positive connection with Arundel High School.	Mr. Burns	Music Department Band Boosters	Music Wing Auditorium	Program	June 2012

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

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 contribute to the school.	Ms. Stickney,	Teachers PTSO Ms. Stickney, Business Manager Principals' Secretary	Principal's newsletter, bulk email, and the web page	Copies of the articles	June 2012
Invite parent and community speakers <u>so that</u> they can share their expertise and connect with students and the school.	Ms. 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	June 2012

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Goal 3: 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.

Indicator: By the end of the 2011/2012 school year, Anne Arundel County Public Schools will increase the percentage of partnerships with faith-based and/or community organizations from the current baseline by 30% in each of the four school clusters (north, west, central and southern county cluster of schools) for community-based and/or community sponsored academic and social support options for African American, Hispanic, FARMS and special education (NCLB student groups) students.

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 4: 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.	Ms. Billheimer	Business advisory board	Memorabilia with Arundel logo on it, bumper type stickers	Photos of memorabilia placement	June 2012
Integrate the Signature Integrated Community Stakeholders Team (ICST) into the entire school community <u>so that</u> staff and community members build relationships to increase the relevance in instruction.	Ms. Billheimer	Barbra Dzedzic Signature Support Team (SST)	PD Time Refreshments	Meeting Agendas and Sign-In Sheets	June 2012

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Appendix: Data

Goal 1: All 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.

Indicators: By the end of the 2013-14 school year, 80% of diploma bound seniors and NCLB student groups in each high school will take the SAT, ACT or Accuplacer.

Annual Objective 1: By the end of 2011-12 school year, 80% in each NCLB student groups enrolled at Arundel High School will registrar and participate on the SAT and/or ACT.

Data to Analyze: Percentage of Test Takers

Edited October 13, 2011

All data on this page was obtained from ED

Indicator	District Baseline	Student Groups	06-07 Test takers SAT/ACT		07-08 Test Taker SAT/ACT		08-09 Test Taker SAT/ACT		09-10 Test Taker SAT/ACT		10-11 Test Taker SAT/ACT		11-12 Test Taker %	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent	
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	288	68.5	80%	
		African American	85	60.7	94	64.8	112	71.8	106	67.5	68	65.4	75%	
		Asian	25	83.3	18	85.7	24	75	17	68	14	77.8	80%	
		Hispanic	8	61.5	7	50	8	53.3	11	68.8	6	37.5	50%	
		American Indian	4	100	2	66.7	2	100	3	75	--	--		
		Native Hawaiian or Pacific Islander										--	--	
		Multi-racial										12	75.0	80%
		White	174	61.7	188	65.3	170	64.9	177	65.1	188	70.1	75%	
		Special Ed	9	23.7	5	13.5	4	18.2	7	26.9	4	16.7	30%	
FARMS	9	32.1	17	51.5	20	48.8	30	60	22	44.9	50%			

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Goal 1: All 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.

Indicator: By the end of the 2013-14 school year, Arundel High School diploma bound seniors will meet or exceed the annual national average for critical reading, writing and mathematics on the SAT and all content areas for the ACT.

Annual Objective 2: By the end of the 2011-2012 school year, all NCLB student groups will meet or exceed the county average for reading, writing, and mathematics on the SAT and all content areas for the ACT.

Data to Analyze: SAT Scores

Indicator	Student Groups	SAT 06-07 Baseline		SAT 07-08		SAT 08-09		SAT 09-10		SAT 10-11		SAT 11-12 Target
<i>District/National Baseline</i>		<i>AACPS</i>	<i>507</i>	<i>AACPS</i>	<i>502</i>	<i>AACPS</i>	<i>504</i>	<i>AACPS</i>	<i>501</i>	<i>AACPS</i>	<i>499</i>	
		<i>Nat'l</i>	<i>500</i>	<i>Nat'l</i>	<i>502</i>	<i>Nat'l</i>	<i>496</i>	<i>Nat'l</i>	<i>501</i>	<i>Nat'l</i>	<i>497</i>	
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.	All		495		495		497		488		497.7	500
	African American		451		448		450		439		429.3	502
	Asian		525		494		502		495		518.5	525
	Hispanic		45		484		538		465		463.8	502
	American Indian		515		390		380		--		--	--
	Native Hawaiian or Pacific Islander										--	--
	Multiracial										446.0	502
	White		513		519		496		525		526.3	530
	Special Ed		353		374		345		--		390	425
Farms		374		461		456		--		425.2	450	

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Indicator	Student Groups	SAT 06-07 Baseline	SAT 07-08	SAT 08-09	SAT 09-10	SAT 10-11	SAT 11-12 Target
<i>District/National Baseline</i>		AACPS 516 Nat'l 502	AACPS 516 Nat'l 515	AACPS 519 Nat'l 510	AACPS 519 Nat'l 516	AACPS 521 Nat'l 514	
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.	All	500	502	501	499	519.4	525
	African American	453	451	441	444	430.9	500
	Asian	536	524	533	565	596.0	600
	Hispanic	458	466	518	490	487.5	510
	American Indian	558	455	425	--	--	--
	Native Hawaiian or Pacific Islander				--	--	--
	Multiracial					524.0	550
	White	519	526	520	556	547.0	575
	Special Ed	356	424	365	--	337.5	375
Farms	432	475	468	--	444.0	475	

Indicator	Student Groups	SAT 06-07 Baseline	SAT 07-08	SAT 08-09	SAT 09-10	SAT 10-11	SAT 11-12 Target
<i>District/National Baseline</i>		AACPS 496 Nat'l 496	AACPS 496 Nat'l 494	AACPS 495 Nat'l 487	AACPS 488 Nat'l 492	AACPS 484 Nat'l 489	
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.	All		494	494	485	493.3	525
	African American		446	440	425	422.9	450
	Asian		510	528	505	525.0	600
	Hispanic		456	512	472	495.0	525
	American Indian		290	405	--	--	
	Native Hawaiian or Pacific Islander					--	
	Multiracial					465.3	500
	White		521	498	514	519	550
	Special Ed		429	310	--	397.5	425
Farms		454	463	--	431.6	450	

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Data to be Analyzed: ACT Scores

Indicator	Student Groups	ACT 06-07 Baseline	ACT 07-08	ACT 08-09	ACT09-10	ACT 10-11	ACT11-12 Target
<i>District/National Baseline</i>		AACPS 21 Nat'l 20.6	AACPS 22 Nat'l 20.7	AACPS 21.3 Nat'l 20.6	AACPS 21.4 Nat'l 20.6	AACPS 21.6 Nat'l 20.6	
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.	All	18.9	20.6	20.2	19.3	20.8	22
	African American	16.4	17.4	19.1	17.1	16.8	18
	Asian	23	25	20	16.6	27.8	30
	Hispanic	N/A	N/A	24	13	30.0	32
	American Indian	N/A	N/A	N/A	N/A	--	
	Native Hawaiian or Pacific Islander					--	
	Multiracial					17.5	19
	White	20.8	22.5	21	20.2	21.7	23
	Special Ed	12.5	18	N/A	N/A	33.0	25
English	FARMS	N/A	16.7	20	N/A	11.0	13

Indicator	Student Groups	ACT 06-07 Baseline	ACT 07-08	ACT 08-09	ACT 09-10	ACT 10-11	ACT 11-12 Target
<i>District/National Baseline</i>		AACPS 21. Nat'l 20.8	AACPS 22 Nat'l 21	AACPS 22.4 Nat'l 21	AACPS 22.1 Nat'l 21	AACPS 23.1 Nat'l 21.1	
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.	All	20.1	19.4	20.7	22.5	23.3	24.0
	African American	17.5	17.2	19.5	20.6	19.0	21
	Asian	23.3	34	22	24.6	30.0	32
	Hispanic	N/A	N/A	17	17	26.0	28
	American Indian	N/A	N/A	N/A	N/A	--	
	Native Hawaiian or Pacific Islander					--	
	Multiracial					23.5	25
	White	21.6	22.1	21.5	22.7	24.6	26
	Special Ed	14.5	16	N/A	N/A	34.0	35
Math	FARMS	N/A	19.7	20.3	N/A	17.4	19

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Indicator	Student Groups	ACT 06-07 Baseline	ACT 07-08	ACT 08-09	ACT 09-10	ACT 10-11	ACT 11-12 Target
<i>District/National Baseline</i>		AACPS 22.4 Nat'l 21.4	AACPS 22.4 Nat'l 21.4	AACPS 22.4 Nat'l 21.4	AACPS 22.2 Nat'l 21.4	AACPS 22.6 Nat'l 21.3	
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. Reading	All	21.1	21.1	20.8	21.1	21.9	24
	African American	17.2	18.4	20	19.3	18.7	20
	Asian	26	27	20	21	28.0	30
	Hispanic	N/A	N/A	26	22	28.0	30
	American Indian	N/A	N/A	N/A	N/A	--	
	Native Hawaiian or Pacific Islander					--	
	Multiracial					19.3	21
	White	22.8	23.1	21.1	23.2	22.6	24
	Special Ed	13	12	N/A	N/A	34.0	35
	FARMS	N/A	20	17.7	N/A	13.8	15

Indicator	Student Groups	ACT 06-07 Baseline	ACT 07-08	ACT 08-09	ACT 09-10	ACT10-11	ACT 11-12 Target
<i>District/National Baseline</i>		AACPS Nat'l	AACPS Nat'l	AACPS Nat'l	AACPS Nat'l	AACPS Nat'l	
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. Science	All	21.7	19.9	19.7	20.3	22.1	24
	African American	18	18.3	18.9	18.1	18.1	20
	Asian	24.7	27	18.58	21.6	27.5	29
	Hispanic	N/A	N/A	15	20	23.0	25
	American Indian	N/A	N/A	N/A	N/A	--	
	Native Hawaiian or Pacific Islander					--	
	Multiracial					20.8	22
	White	22.9	21.6	21.4	22.8	23.4	25
	Special Ed	13.5	15	N/A	N/A	33.0	34
	FARMS	N/A	18.7	20	N/A	16.6	18

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Indicator	Student Groups	ACT 06-07 Baseline	ACT 07-08	ACT 08-09	ACT 09-10	ACT 10-11	ACT 11-12 Target
<i>District/National Baseline</i>		<i>AACPS 21.9 Nat'l 21.1</i>	<i>AACPS 22.1 Nat'l 21.1</i>	<i>AACPS 22.1 Nat'l 21.1</i>	<i>AACPS 22.1 Nat'l 21.1</i>	<i>AACPS 22.5 Nat'l 21.1</i>	
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.	All	20.6	20.4	20.5	20.9	22.2	23
	African American	17.5	17.9	19.5	17.9	18.3	21
	Asian	25	28	20	21.3	28.5	30
	Hispanic	N/A	N/A	21	18	27.0	29
	American Indian	N/A	N/A	N/A	N/A	--	
	Native Hawaiian or Pacific Islander					--	
	Multiracial					20.3	22
	White	22.1	22.4	21.4	21.2	23.2	25
	Special Ed	13.5	15	N/A	N/A	34.0	25
	FARMS	N/A	18.7	19.7	N/A	15.0	17
Composite							

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Goal 1: All 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.

Indicator: By the end of the 2013-14, school year, 80% of diploma bound seniors and NCLB students groups will have completed at least one AP course or Honors course.

Annual Objective 3: By the end of the 2011-2012 school year, the number of diploma bound seniors having completed at least one AP and/or Honors course will be 10% greater than the previous year for all student groups.

Annual Objective 4: By the end of the 2011-12 school year, the number of students who have enrolled in at least one AP course and have sat for one AP examination will increase 100 % for all student groups.

Annual Objective 5: By the end of 2011-12 school year, the number of diploma bound seniors and each NCLB student group who sat for an AP examination will have earned a 3 or better on AP examination will increase by 5% for all student groups.

Data to Analyze:

Data obtained from EDW October 13, 2011

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 %	10-11 Enroll	10-11 %	
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	301	71.2	
		African American	78	55.7	93	64.1	120	76.9	127	80.9	61	58.2	
		Asian	23	76.7	18	85.7	28	87.5	19	76	15	83.3	
		Hispanic	9	69.2	10	71.4	12	80	13	81.3	11	68.8	
		American Indian	4	100	1	33.3	1	50	4	100	--		
		Native Hawaiian or Pacific Islander										--	
		Multiracial										12	75.0
		White	208	73.8	241	83.7	214	81.7	236	86.8	202	75.4	
		Special Ed	8	21.1	9	24.3	6	1.6	4	15.4	2	8.3	
		FARMS	11	39.3	20	60.6	28	68.3	42	84	21	42.9	

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Indicator	District Baseline	Student Groups	06-07 Baseline	07-08 Percent	08-09 Percent	09-10 Actual Number	09-10 Percent	10-11 Actual Number	10-11 Percent	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	64.29	74.8	230	76.2	235	78.1	100%
		African American	44.9	54.4	59.2	55	64.7	40	65.6	100%
		Asian	65.0	68.8	100	14	77.8	14	93.3	100%
		Hispanic	57.1	83.3	80	9	81.8	4	36.4	100%
		American Indian	25.0	100	100	2	100	--	--	100%
		Native Hawaiian or Pacific Islander					--		--	
		Multiracial						11	91.7	
		White	58.4	75.3	78.4	150	80.6	166	82.2	100%
		Special Ed	0.00	10	0	4	16.7	1	50.0	100%
		FARMS	100	71.4	73.3	33	67.3	15	71.4	100%

Indicator	District Baseline	Student Groups	06-07 Baseline	07-08 Actual Scores	08-09 Actual Scores	09-10 Actual Scores	10-11 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%	68.6%	56.1%	62.6%	61.3%	75%
		African American	50.0%	45.2%	60%	41.8%	22.5%	75%
		Asian	69.2%	81.8%	55.0%	64.3%	71.4%	75%
		Hispanic	25.0%	40%	37.5%	44.4%	75.0%	75%
		American Indian	100.0%	0%	0%	50%	--	75%
		Native Hawaiian or Pacific Islander					--	
		Multiracial					36.4%	
		White	74.5%	74.1%	56.5%	71.3%	71.1%	75%
		Special Ed	0.00%	100%	0%	37.5%	--	75%
		FARMS	25.0%	40%	54.5%	50%	46.7%	75%

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Goal 1: All 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.

Annual Objective 6: By the end of the 2011-2012 school year, Arundel High School will demonstrate increased academic achievement by increasing the graduation rate for African American, Multiracial and special education student groups by 5 percent.

Data to Analyze: Graduation Rate

Data obtained from EDW October 13, 2011

Indicator	District Baseline	Student Groups	06-07 Baseline	07-08 Actual Scores	08-09 Actual Scores	09-10 Actual Scores	10-11 Target	10-11 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	96.62	97.01	90.99	98	98.58	98%
		African American	96.45	94.52	95.54	91.43	98	94.44	98%
		Asian	93.33	100	96.88	100	98	99.04	98%
		Hispanic	92.31 (1)	92.86	93.75	88.89	98	100	98%
		Native American	100.00	100	100	0	100	100	98%
		Native Hawaiian or Pacific Islander						100	100%
		Multiracial						93.75	98%
		White	98.58	97.58	98.09	90	99	98.88	98%
		Special Ed	89.74 (4)	81.58	75	70.73	96	96	98%
		ELL	--	--	--	--	--	--	--
FARMS	77.20 (06)				90			98%	

Goal 1: All students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in English/Reading/Writing,

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Mathematics, Science and Social Studies. Achievement disparities among all No Child Left Behind (NCLB)* groups of students will be eliminated.

Annual Objective 7: By the end of the 2011-2012 school year, Arundel High School will demonstrate increased academic achievement by decreasing the dropout rate for African American, White and Special Education student groups to less than 1%.

Data to Analyze: Dropout Rate

Data obtained from EDW October 13, 2011

Indicator	District Baseline	Student Groups	06-07 baseline %s	07-08 % Students	08-09 % Students	09-10 % Student	10-11 Target	10-11 % of Students	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	2.10	2.0	1.33	1.00	.91	1.00
		African American	1.2	2.1	.6	.82	1.5	7.3	
		Asian	2.9	1	0	.99	0	0	
		Hispanic	6.7	3.5	.2	2.6	1.0	0	
		Native American	0.0		0	0	0	0	
		Native Hawaiian or Pacific Islander							
		Multiracial							1
		White	2.4	2.2	.1	1.46	.5	3.7	
		Special Ed	1.9		2.0	3.07	1.5	2	
		ELL							
FARMS				2.52	1.0	0			

Goal 1: All 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.

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Indicator: By the end of the 2013-2014 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.

Annual Objective 8: By the end of the 2011-2012 school year, Arundel High School will demonstrate an increase in the percentage of students in African American, Hispanic and special education student groups who will earn a GPA of 2.0 or above to be equal to or greater than 85 percent.

Data to Analyze: GPA for 9th grade for NCLB student Groups

Data obtained from EDW October 13, 2011

Indicator	District Baseline	Student Groups	07-08 % of Students	08-09 Target	08-09 % of Students	09-10 Target	09-10 % of Students	10-11 Target	10-11 % of 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.	Baseline 2006/2007 First Semester— 64%	All	68	72	73.2	77	75	81	83.1	85%
		African American	49	68	56.1	77	57.2	77	66.6	85%
		Asian/	0	21	80.0	43	90	90	89.8	85%
		Hispanic	72	76	65.2	80	68	80	77.7	85%
		American Indian	70	74		78		80	100	85%
		Native Hawaiian or Pacific Islander								
		Multiracial							87.3	85%
		White	76	79	81.9	82	86	85	90	85%
		Special Ed	32	46	51.1	60	39.6	65	57.1	85%
		ELL	100	100		100				85%
FARMS			46.9							

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Goal 1: All 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.

Indicator: By the end of the **2013-14** 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.

Annual Objective 9: By the end of the 2011-2012 school year, Arundel High School will demonstrate an increase the GPA of 3.0 or above for of African American, Hispanic, Multiracial, and special education student groups.

Data to Analyze: GPA of NCLB student groups

Data obtained from EDW October 13, 2011

Indicator	District Baseline	Student Groups	06-07 <i>Baseline</i>	07-08 Actual Scores	08-09 <i>Target</i>	08-09 Actual Scores	09-10 <i>Target</i>	09-10 Actual Scores	10-11 <i>Target</i>	10-11 Actual Scores	11-12 <i>Target</i>	
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	2.83	3.0	
		African American	1.98	2.23	2.55	2.53	2.85	2.31	3.0	2.36	3.0	
		Asian/Pacific Islander	2.77	2.95	3.0	3.07	3.1	3.12	3.0	3.23	3.0	
		Hispanic	1.97	2.39	2.66	2.69	2.75	2.53	3.0	2.62	3.0	
		Multiracial								2.85		
		American Indian	2.28	2.54	2.75	2.69	2.75	2.5	3.0	2.88	3.0	
		White	2.64	2.82	3.0	2.78	2.80	2.95	3.0	3.02	3.0	
		Special Ed	1.86	1.81	2.0	2.77	2.80	2.0	3.0	2.10	3.0	
		ELL										3.0
		FARMS										3.0

Goal 1: All students will reach high standards, as established by Anne Arundel County Public Schools and state performance level standards in English/Reading/Writing,

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Mathematics, Science and Social Studies. Achievement disparities among all No Child Left Behind (NCLB)* groups of students will be eliminated.

Indicator: 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 and English 2 by graduation.

Annual Objective 10: By the end of 2011-2012 school year, 95 percent of students in each NCLB student group of the Senior Cohort will pass the English High School Assessment; 100 percent of students in each NCLB student group of the Senior Cohort will pass the Algebra High School Cohort; and 97 percent of students in each NCLB student group of the Senior Cohort will pass the Biology High School Assessment.

Annual Objective 11: By the end of 2011-2012 school year, 95 percent of students in each NCLB student group of the first time test takers will pass the High School Assessment for English, Algebra and Biology.

Data to Analyze: GPA of NCLB student groups

Data obtained from EDW October 13, 2011

Baseline:		2007-2008	2008-2009	2009-2010		2010-2011 Target		2010-2011		2011-12 Target	
				Senior Cohort	1 st Time Test Takers	Senior Cohort	1 st Time Test Takers	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	92	85.0	95	95
	African American	54.5	90.4	87.9	73	92	82	88	70.1	95	95
	Asian	81	90.6	92	91	95	95	85	81.4	95	95
	Hispanic	64.3	100	93.8	61	95	79.5	89	68	95	95
	American Indian	33.3	100	75				100	100	100	100
	Multiracial								89.4	95	100
	Native Hawaiian or Pacific Islander										95
	White	81.6	96.2	96	90	98	95	95	92.7	95	95
	Special Ed	21.6	54.5	69.2	35	79.5	79.5	70	37.0	95	95
FARMS	51.5	85.4	84		90		90		95	95	

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Baseline:		2007-2008	2008-2009	2009-2010		2010-2011 Target		2010-2011		2011-12 Target	
				Senior Cohort	1 st Time Test Takers	Senior Cohort	1 st Time Test Takers	Senior Cohort	1 st Time Test Takers	Senior Cohort	1 st Time Test Takers
Algebra	All	75.2	96.4	96.4	78	98	85	98	80	100	95
	African American	61.4	95.5	93.6	60	95	75	95	62.3	100	95
	Asian	81	96.9	100	100	100	100	100	85.7	100	95
	Hispanic	64.3	100	93.8	78	95	85	96	91.7	100	95
	American Indian	66.7	100	75				100	100	100	95
	Native Hawaiian or Pacific Islander								--	100	100
	Multiracial								73.7	100	100
	White	82.3	96.6	98.2	84	100	100	99	89.7	100	95
	Special Ed	29.7	54.5	69.2	38	73.7	55	80	61.5	100	95
FARMS	57.6	95.1	96				93		100	95	

Baseline:		2007-2008	2008-2009	2009-2010		2010-2011 Target		2010-2011		2011-12 Target	
				Senior Cohort	1 st Time Test Takers	Senior Cohort	1 st Time Test Takers	Senior Cohort	1 st Time Test Takers	Senior Cohort	1 st Time Test Takers
Biology	All	79	90.6	92.6	82	95	90	93	85.7	97	95
	African American	64.1	84	85.4	75	90	85	86	67.3	97	95
	Asian	90.5	90.6	92	97	95	100	100	84.6	97	95
	Hispanic	78.6	100	93.8	78	95	85	93	83.3	97	95
	American Indian	33.3	100	75		85		50	100	100	95
	Native Hawaiian or Pacific Islander								100	100	
	Multiracial								84.21	97	
	White	86.1	93.9	97.1	84	100	90	96	93.7	98	95
	Special Ed	43.2	54.5	73.1	45	80	55	75	50.0	97	95
FARMS	69.7	82.9	88		95		87		97	95	

Goal 2: All students will be educated in a safe, positive, and supportive learning environment with a focus on security enhancements that support system-wide safety

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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.

Indicator: By the end of the 2013-14 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.

Annual Objective 1: By the end of the 2011-12 school years, there will be a 20% reduction in the number of students receiving one or more referrals and suspensions for each NCLB Group.

Annual Objective 2: By the end of the 2011-12 school years, there will be a 50% reduction in the number of African American students at Arundel High School receiving one or more referrals and suspensions.

Data to Analyze: Discipline of Data of NCLB student groups

Data obtained from SASI October 13, 2011

Indicator	Student Groups	06-07 Referral Baseline		07-08 Referral		08-09 Referral		09-10 Referral		10-11 Referral		11-12 Referral Targets	
		Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
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	2040		1966		1930		1696		1657		1330	
	African American	990	48.5%	964	49.0%	876	45.3%	760	44.8%	927	55.9%	460	%
	Asian	60	2.9%	54	2.7%	74	3.8%	66	3.9%	62	3.7%	50	%
	Hispanic	58	2.8%	60	3.0%	76	3.9%	78	4.6%	66	4.0%	52	%
	American Indian	12	0.6%	12	0.6%	2	0.1%	14	0.8%	8	0.4%	7	%
	White	920	45.0%	876	44.6%	902	46.7%	778	45.9%	594	35.8%	475	%
	Special Education	284	13.9%	262	13.5%	186	9.4%	200	11.8%	263	15.9%	210	%
FARMS	340	16.7%	324	16.4%	334	17.0%	316	18.6%		%		%	

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Indicator	Student Groups	06-07 Suspension Baseline		07-08 Suspension		08-09 Suspensions		09-10 Suspensions		10-11 Suspensions		11-12 Suspension Targets	
		Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
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	504		448		413		354		379		300	%
	African American	283	56.2%	221	49.3%	204	49.4%	183	51.7%	197	52%	160	%
	Asian	15	3.0%	11	2.4%	15	3.6%	11	3.1%	24	6.3%	19	%
	Hispanic	10	2.0%	17	3.8%	18	4.4%	11	3.1%	18	4.7%	15	%
	American Indian	2	0.4%	3	0.7%	0	0%	3	0.8%	0	0	0	%
	White	194	38.5%	196	43.8%	176	42.6%	146	41.2%	140	37.0%	110	%
	Special Education	85	16.9%	91	20.3%	44	10.7%	56	15.8%	48	12.7%	40	%
	FARMS		%		%		%		%				

Indicator	Student Groups	06-07 Expulsion Baseline	07-08 Expulsion	08-09 Expulsion	09-10 Expulsion	10-11 Expulsion Targets	10-11 Expulsion	11-12 Expulsion Targets
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	5	0	0	0	0	0	0
	African American	3	0	0	0	0	0	0
	Asian/Pacific Islander	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	0
	American Indian	0	0	0	0	0	0	0
	White	2	0	0	0	0	0	0
	Special Ed	0	0	0	0	0	0	0
	FARMS	0	0	0	0	0	0	0

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Goal 2: 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.

Indicator: By the end of the 2013-14 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

Annual Objective 3: During the 2011-2012 school year, the percentage of African American students receiving one or more referrals for insubordination, disrespect, and classroom disruption will decrease by 20%.

Data to Analyze: Discipline of Data of NCLB student groups (Insubordination, Disrespect and Disruption)

Data obtained from SASI October 13, 2011

Indicator	Student Groups	06-07 Referral Baseline		07-08 Referral		08-09 Referral		09-10 Referral		10-11 Referral		11-12 Referral Targets	
		Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
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	542	24.0%	653	28.8%	961	42%	615	39.1%	579	34.9%		30%
	African American	334	61.6%	395	60.4%	525	54.6%	333	54.1%	327	56.5%		30%
	Asian	16	3.0%	16	2.5%	36	3.7%	20	3.3%	26	4.4%		4%
	Hispanic	8	1.5%	8	1.2%	42	4.3%	24	3.9%	25	4.3%		4%
	American Indian	1	0.1%	1	0.1%	0	0%	2	0.3%	2	0.3%		1%
	White	183	33.8%	233	35.7%	358	37.3%	236	38.4%	199	34.3%		35%
	Special Education	131	24.1%	146	22.4%	153	15.9%	100	16.2%	83	14.3%		14%
	FARMS												

ARUNDEL HIGH SCHOOL SCHOOL IMPROVEMENT PLAN ACTION STEPS

Indicator	Student Groups	06-07 Referral Baseline		07-08 Referral		08-09 Referral		09-10 Referral		10-11 Referral		11-12 Referral Targets	
		Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
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	219	9.7%	148	6.5%	154	6.7%	146	9.2%	179	10.8%		30%
	African American	129	58.9%	74	50%	90	58.4%	88	60.2%	100	55.8%		30%
	Asian	6	2.7%	2	1.4%	1	0.6%	2	1.3%	0	0%		4%
	Hispanic	4	1.8%	4	2.7%	4	2.6%	6	4.1%	5	2.8%		4%
	American Indian	0	0%	2	1.4%	0	0%	2	1.3%	1	0%		1%
	White	80	36.5%	66	44.6%	59	38.3%	48	33.9%	73	40.7%		35%
	Special Education	59	26.9%	41	27.7%	29	18.8%	32	21.9%	31	17.3%		14%
	FARMS												

Indicator	Student Groups	06-07 Referral Baseline		07-08 Referral		08-09 Referral		09-10 Referral		10-11 Referral		11-12 Referral Targets	
		Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
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	285	12.6%	304	13.4%	281	12.3%	152	9.6%	219	13.2%		30%
	African American	161	56.5%	178	58.6%	161	57.2%	94	60.0%	142	65.0%		30%
	Asian	6	2.1%	3	1%	7	2.5%	5	3.2%	4	1.8%		4%
	Hispanic	8	2.8%	10	3.2%	8	2.8%	9	5.9%	8	3.6%		4%
	American Indian	1	0%	0	0%	0	0%	1	0.7%	0	0%		1%
	White	109	38.2%	113	37.2%	105	37.3%	43	28.3%	65	30.0%		35%
	Special Education	56	19.6%	60	19.7%	43	15.3%	22	14.5%	43	19.6%		14%
	FARMS												

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Addendum

Goal 1: All 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.

Indicator: 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 Department of Education senior exit survey.

Annual Objective: Arundel High School will demonstrate increased Academic Achievement through increased intent by 10 percent on the part of students to attend post secondary 2 and 4 year colleges and Technical Schools.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
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 	Mrs. Stratton	School Counselors		Copies of announces and scholarship award records	June 2012
	Ms. Richburg				June 2012
	Ms. Stratton	School Counselors and staff		Attendance sheets for college visits	October 2011
	Ms. Richburg			November 2011	
	Ms. Starkey			Student feedback reports	September – November 2011
	Ms. Richburg			School counselors	

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7. Junior College Night					December 2011
8. Hold sessions to assist parents in completing FASFA	Ms. Richburg	School counselors		Presentation Program	December 2011
9. Create teacher names plates with colleges attended and degrees	Ms. Richburg	School counselors			
	Ms. Whayland	AVID students		Signs on doors	
Weekly- feature a college include information regarding, college acceptance of AP credits, SAT/ACT and GPA admission requirements, scholarship and college					

Indicator: 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

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or above.

Indicator: 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.

Annual Objective: Arundel High School will demonstrate increased Academic Achievement through decreasing the achievement gap between NCLB student groups as measured through GPA and increasing the GPA among all NCLB student groups equal to or greater than 85%.

Annual Objective: Arundel High School will demonstrate increased Academic Achievement through decreasing the achievement gap between NCLB student groups as measured through GPA and increasing the GPA among all NCLB student groups equal to or greater than 3.0.

Action Steps	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	End Date/Check off when completed
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	June 2012
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	June 2012