

Prince George's County Public Schools

Frederick Douglass High School

School Improvement Plan

2010-2012

***Rudolph Saunders, Jr., Principal
Edgar Chinn, Assistant Principal
Rose Dixon, Assistant Principal
Rhonda Summey, Assistant Principal***

**LEA: Prince George's County Public Schools -16
School ID Number: 1502
Telephone Number: 301-952-2400**

Mission

The mission of Prince George's County Public Schools is to ensure that all students acquire information and skills and the ability to apply their knowledge to become lifelong learners and productive citizens in a diverse/global society.

This mission is best accomplished through a structure of child-centered learning communities characterized by: equity and access to a quality education that includes strong instructional leadership; high expectations for the achievement of all students; a rigorous curriculum; frequent monitoring of student performance; extending learning opportunities for students failing to meet academic standards; well trained, certified teachers in all classrooms; enhanced resources; families who are empowered to assist in providing a quality education for every child; a school climate conducive to building positive relationships; a safe and orderly school environment fostering enhanced school pride.

Mission Statement for School Improvement Plan

The school improvement planning process for Prince George's County Public Schools supports and reinforces the *Bridge to Excellence Master Plan*. The process requires each school to develop, implement, and monitor, a school improvement plan (SIP) designed to prepare students for successful citizenship in the twenty-first century. The two-year SIP provides the framework, direction, and focus required of each school to successfully implement the goals delineated in the *Bridge to Excellence Master Plan*. The SIP is intended to be a "living" document for the school. It should be monitored and updated regularly. The school improvement plan (SIP) outlines the specific activities, strategies, and interventions that each school will implement to ensure academic success for all students, grades PreK-12.

Consistent with the *Bridge to Excellence Master Plan*, the SIP seeks to ensure that all students in all subgroups reach or exceed the Annual Measurable Objective Targets and the school makes adequate yearly progress. The SIP is aligned with federal legislation such as the *No Child Left Behind Act* and state mandates such as the *Bridge to Excellence in Public Schools Act* and the *State Curriculum*.

PGCPS Goals for 2010-2011

Goal 1: High Student Achievement – students will receive education that is rigorous, engaging, and relevant to the future.

Goal 2: Highly-Effective Teaching – teachers who are effective will have students who are engaged and excited about learning; able to communicate what they have learned; and can demonstrate high performance on standardized tests and other academic measures.

Goal 3: Safe and Supportive Schools – schools will have a safe school environment in which students and teachers are able to focus on instruction without distractions, and staff will provide the highest level of customer service in both schools and offices.

Goal 4: Efficient and Effective Operations – the school system will perform non-instructional operations as efficiently and effectively as possible, and will continue to streamline processes and become efficient in all areas.

Goal 5: Strong Community Partnerships – the school system will strengthen its existing public and private partnerships and aggressively seek opportunities to establish new partnerships with parents, businesses, government, and community leaders who are willing to assist us in meeting our student achievement goals.

Section II: School Improvement Team Signature Roster

School/ID Number: Frederick Douglass High School/ 16-1502 Area: HSC

Plan approved by Assistant Superintendent: _____
Signature Date

We, the undersigned members of the School Improvement Team, have reviewed and approved the School Improvement Plan.

<u>Print Name</u>	<u>Position</u>	<u>Grade Level/Content Area</u>	<u>Signature</u>	<u>Date</u>
<u>Rudolph Saunders</u>	<u>Principal</u>	_____	_____	<u>9/22/10</u>
<u>Jacqueline Johnson</u>	<u>Parent</u>	_____	_____	<u>9/22/10</u>
<u>Myrtle Davis</u>	<u>Parent</u>	_____	_____	<u>9/22/10</u>
<u>Sam Washington</u>	<u>Community/Business Partner</u>	_____	_____	<u>9/22/10</u>
<u>Angela Alcain</u>	<u>Technology Coordinator</u>	_____	_____	<u>9/22/10</u>
<u>Ursula Baker</u>	<u>Activities Coordinator</u>	<u>10-11, Social Studies</u>	_____	<u>9/22/10</u>
<u>Tiasha Carter</u>	<u>CRI Department Chair</u>	<u>9-12, CRI</u>	_____	<u>9/22/10</u>
<u>Edgar Chinn</u>	<u>Assistant Principal</u>	<u>9-12, A-F</u>	_____	<u>9/22/10</u>
<u>Kisha Davis</u>	<u>Testing Coordinator</u>	_____	_____	<u>9/22/10</u>
<u>Rose Dixon</u>	<u>Assistant Principal</u>	<u>9-11, G-O</u>	_____	<u>9/22/10</u>

Section II: School Improvement Team Signature Roster

<u>Print Name</u>	<u>Position</u>	<u>Grade Level/Content Area</u>	<u>Signature</u>	<u>Date</u>
Robert Foster	Investigative Counselor			9/22/10
Jane Godwin	Counseling DC	9-12, A-F		9/22/10
Charles Guilford	English Co-TC	9,10,12 English		9/22/10
Randy Hummel	AP Coordinator	9-12, Social Studies		9/22/10
Tiyonna Jenkins	Social Studies TC	10-12, Social Studies		9/22/10
Virginia Johnson	Science TC	9, 10 Science		9/22/10
Yemi Lawanson	English Co-TC	10 English		9/22/10
Rosemary Maisel	Media Specialist	9-12, Media		9/22/10
Monika Parker	Special Ed. DC	9-12, Special Education		9/22/10
Adaya Powell	Athletic Director	Athletics		9/22/10
Marcella Rigby	Math TC	9, Geometry		9/22/10
Ben Shea	Business DC & Tech. Liaison	9-12, Business		9/22/10
Rhonda Summey	Assistant Principal	9-11, P-Z		9/22/10

Section II: School Improvement Team Signature Roster

<u>Print Name</u>	<u>Position</u>	<u>Grade Level/Content Area</u>	<u>Signature</u>	<u>Date</u>
Regina Thompson	Financial Secretary			9/22/10
Jill Turner	FACS DC/Peer Mediation Facilitator	9-12, FACS		9/22/10
Danyale Ury	World Languages DC	9-12, Spanish		9/22/10
Dorothy Waiters	PPW			9/22/10
Marilyn Walls	Music DC	9-12, Music		9/22/10
Rhonda Warmesley	Health/PE DC	9-12 Health		9/22/10
Kim Watson	IB Coordinator			9/22/10
Joel Woodyear	Art DC	9-12, Computer Graphics		9/22/10
Ed Gantt	NJROTC DC	9-12, NJROTC		9/22/10

Section IV: Fourth Quarter PMAPP

A. Demographics

1. **Frederick Douglass High School** is located in a semi-rural location at 8000 Croom Road, Upper Marlboro, in southern Prince George's County, Maryland.

2. **Student enrollment and subgroup information:** As of September 1, 2010, **1,169 students were enrolled** at Douglass. 93% of the student population is African-American; 2.7% is Hispanic; 2.3% is White; 1.5% is Asian; and .5% is American Indian. 11% are Students with Disabilities, including 14 Community Referenced Instruction (CRI) students. Approximately 2% of our students have 504 plans.

3. **Professional staff experience and certification:**

Years in PGcps	Number	Percentage
0-2	1	1%
3-5	19	24%
6-10	22	28%
11-15	18	23%
16-20	5	6%
21-45	14	18%
TOTAL	79	100%

Certification	Number of Teachers	Percentage
Provisional	1	1%
Standard Provisional Certificate	18	23%
Advanced Professional Certificate	58	74%
ROTC Certified	2	2%

4. **School Improvement status:** In 2009-2010, Frederick Douglass made AYP in all categories for the fifth year in a row. Our school community will be informed via our website and meetings; the official letter PGcps that reports the school's 2008-09 AYP status was distributed to each student, and the same will be done this year.

B. School Vision

Our vision is to become the signature high school in Prince George's County and this is characterized by: a rigorous learning environment; highly qualified, skilled, dedicated staff that value and engage in continued professional development; a safe and orderly environment; and integral community and parent involvement. Our staff also values these additional indicators: students are first; students are prepared for success; students attend classes; discipline is consistent; test scores are high; curriculum is challenging. In July of 2008, Frederick Douglass, along with James Madison Middle School (our partner school), received Candidate Status as an International Baccalaureate Middle Years Programme (IB MYP). This year, Douglass welcomes the first cohort of 9th graders who will be in their third year of the MYP, and the school-wide instructional focus continues to integrate the IB MYP fundamental concepts and strategies in anticipation of a validation visit by the

Section IV: Fourth Quarter PMAPP

International Baccalaureate Organization this year. Our mission statement, adopted in August of 2009, states: *Frederick Douglass High School, an IB MYP candidate school, empowers our students to become effective communicators, globally-minded problem solvers, and life-long learners who realize their potential and become ethical, service-oriented citizens.* A new motto was also endorsed: *Eagles Learning Locally to Contribute Globally*, which is used in conjunction with *Eagles Expecting Excellence*. Our instructional focus this year is framed in an acronym of **Eagle P.R.I.D.E.** (Personal Accountability, Rigor, International Baccalaureate, Data, Expectations and Excellence).

C. Major Strategies for Increased Achievement

1. In order to significantly improve the math proficiency percentage for Special Education students and other students, teachers will differentiate instruction by:
 - a. analyzing data and adjusting lessons accordingly;
 - b. using active learning strategies that include manipulatives and technology;
 - c. collaboratively planning;
 - d. and sharing best practices.

2. In order to significantly improve the **reading** proficiency percentage for Special Education students and other students, teachers will differentiate instruction by:
 - a. analyzing data and adjusting lessons accordingly;
 - b. using active learning strategies that include manipulatives and technology;
 - c. collaboratively planning;
 - d. sharing best practices; and
 - e. Implementing the Criterion Online Writing Program

3. In order to significantly improve the **biology** proficiency percentage for Special Education students and other students, teachers will differentiate instruction by:
 - a. analyzing data and adjusting lessons accordingly;
 - b. using active learning strategies that include manipulatives and technology;
 - c. collaboratively planning;
 - d. and sharing best practices.

4. In order to significantly improve the **government** proficiency percentage for Special Education students and other students, teachers will differentiate instruction by:
 - a. analyzing data and adjusting lessons accordingly;
 - b. using active learning strategies that include manipulatives and technology;
 - c. collaboratively planning;

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d. and sharing best practices.

5. In order to significantly improve **parental engagement** in school-wide activities, the school will:

- a. actively communicate with the parents through as many modes as possible,
- b. increase opportunities for parents to support their children by providing multiple occasions for engagement through meetings, performances, programs, visitations, and conferences.

6. In order to provide for the diversity of student needs and interests in the development of **academic and career plans**, the school will:

- a. design a comprehensive approach to engaging students so they are college or work force ready in 4 years.

7. In order to significantly improve the number of **students eligible** to participate in school activities (no Es, above a 2.0 GPA), the staff will:

- a. maintain high expectations for student achievement;
- b. provide rigorous learning activities, including IBMYP;
- c. and proactively monitor student academic progress.

D. Attendance/Climate and Culture

1. Safe and Orderly Environment

a. Include a brief discussion of the discipline plan

The FDHS staff uses elements from the PBIS system and the IB Learner Profile in order to promote positive student behavior. Teachers teach and practice procedures and classroom rules. Administrators review the expectations of behavior and consequences as outlined in the Code of Student Conduct. Students wear uniforms to minimize distractions in the learning environments, and students scan into the building daily with their IDs. The adults in the building monitor behavior and provide students with corrective feedback through verbal warnings, parental contacts, discipline referrals, lunch detention, a.m. detention, in-school suspension, and if necessary, out-of-school suspension. Ultimately, effective and engaging teaching will reduce the number of occasions requiring disciplinary action. Special recognition activities are being developed for those students who consistently follow the expectations of the Student Code of Conduct.

b. Include a brief discussion of the attendance plan

Accurate attendance is also important for a safe and orderly environment. Daily attendance is recorded by period in SchoolMAX, and the administrators, pupil personnel worker, professional school counselors, teachers, and secretary review the attendance information daily to note any errors for correction. An automated call home is made to ensure parents are aware when students are absent from class. The Pupil Personnel Worker and the School Counselors, along with the administration, will follow the attendance guidelines as described in Administrative Procedure 5113. The Attendance Committee will meet twice a month to discuss attendance. A Truancy Checklist filled out for each student who exceeds the allowable absences. The students' attendance will be monitored weekly, and each quarter a conference will be met with to address the issues for their absences. Phone calls to the parents, parent conferences, and home visits will be utilized to help improve the student's attendance.

2. School Governance and Management System

- a. **How decisions are made:** The SPMT will manage and monitor the implementation of the SIP throughout the year by continually collecting and analyzing data and making the appropriate instructional, administrative, and resource adjustments. This constant communication and data analysis

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will occur through our leadership teams—SPMT/Instructional Council meetings and our subcommittees. Our mission is one of empowerment for all stakeholders in order to improve student achievement and becoming a school community that strives for excellence. SPMT subcommittees convene to discuss various issues addressing student performance and participation. The established subcommittees are: Safe and Orderly, Student Achievement, School Culture, Community and Parental Involvement, Technology. In addition, the school is governed by additional teams or committees that include: Instructional Council, HSA/AVP Team (monthly on 3rd Thursdays), Administrative Team (every morning at 7:30 and Mondays at 4:00), Executive Cabinet (every Monday at 10:30), Teacher Coordinator Team, (4th period on B day Mondays), Testing Committee (as needed), Departmental Meetings (monthly), Collaborative Planning (weekly for content areas), IB MYP Team (monthly).

b. How information is shared:

Information is shared through e-mail, Google Docs, Google sites, faculty meetings, SPMT & Instructional Council meetings, departmental and collaborative planning meetings, morning TV announcements, afternoon PA announcements, mailings, the Global Connect Call-out System, and the FDHS website.

c. Specific meeting dates: The SPMT usually meets the first Wednesday of the month and the Instructional Council meets the 3rd Wednesday. All meetings are at 3:30 and are held in the Media Center. All interested stakeholders are welcome to attend.

SPMT		Instructional Council	
8/20/10 all day planning	1/5/11	8/12/10, all day planning	1/19/11
9/1/10	2/2/11	9/22/10	2/16/11
10/6/10	3/2/11	10/20/10	3/16/11
11/3/10	4/6/11	11/17/10 * virtual meeting, Eid Al-Adha	4/27/11
12/1/10	5/4/11	12/15/10	5/18/11 *if needed, HSA testing
	6/1/11		

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See FDHS School Improvement Google site.

Section V: PMAPP Strategies with Activities to Increase Student Achievement/Teacher Capacity

<ul style="list-style-type: none"> • Use the resources available through Prentice Hall and the county Math Office • Provide timely feedback to allow the students to take ownership of their learning • Participate in collaborative planning sessions; share with other algebra teachers activities that were successful and what did not work for you • Encourage students who successfully complete even the smallest task • Reinforce positive actions • Participate in all the Professional Development that is offered by the county <p>Professional Development</p> <ul style="list-style-type: none"> • Differentiation • Prentice Hall resources <p>Systemic Support</p> <ul style="list-style-type: none"> • County TC Meetings <p>Implementation Date</p> <ul style="list-style-type: none"> • August 2010 			
<p>Budget Impact Analysis: Pending</p> <ul style="list-style-type: none"> ○ Fund source: SOR ○ Amount for each activity: ○ Current expenditures ○ Quarterly balance(s) 			

Section V: PMAPP Strategies with Activities to Increase Student Achievement/Teacher Capacity

<p>Measurable Objective: The school will increase the reported reading proficiency percentage for all students from 79.5% to 85% by June 2011 on the English High School Assessment. The African American subgroup will improve from 78.7% to 83%. The FARMS subgroup will increase from 74.5% to 79.5%, and the Special Education subgroup will improve from 58.8% to 63%.</p>			
<p>Strategy #2. RELA. In order to significantly improve the reading proficiency percentage for Special Education students and other students, teachers will differentiate instruction by analyzing data and adjusting lessons accordingly; using active learning strategies that include technology; as well as collaboratively planning and sharing best practices.</p>			
Activities to Support Strategy #2	Person Responsible	Monitoring	Expected Outcomes
<p>Students will utilize agenda books, monitor academic progress via SchoolMax portal, conduct various literary analysis activities, produces well-developed essays, and utilize online HSA practice materials. A target cohort group of 9th and 10th grade students will use the Criterion Online Writing Program.</p> <p>Teachers will utilize universal syllabi for each grade level, actively participate in collaborative planning, analyze student data (F.A.S.T., HSA, SRI), engage students in online HSA practice, incorporate relevant technology(LCD projects, computer labs, powerpoint presentations, teacher websites, SchoolMax), share best practices, and maintain professional and academic standards set forth by county. Selected teachers will utilize the Criterion Online Writing Program.</p> <p>Professional Development: IB trainings, DL trainings, AP trainings, integration of technology workshops, and Criterion Writing program training.</p> <p>Systemic Support The program will be monitored by Yemi Lawanson and Charles Guilford.</p> <p>Implementation Date: 8/31/10</p>	<p>Each individual instructor will ensure that each component is being implemented by the students. In addition, the TCs will monitor to ensure teachers are</p> <p>S.Graham/ASmith (9th grade syllabus), 10th grade team members (10th grade syllabus), M/ Gucker/S. Graham (11th grade syllabus), and E. Cowan/L. Lyles (12th grade syllabus). TCs/adminstrators will monitor the implementation of instructional components.</p> <p>Y. Lawanson & C. Guilford</p>	<p>How will this strategy be monitored? Include the process and tool.</p> <p>Student activities will be monitored through SchoolMax, assignment evaluation, parent contacts, progress reports and report cards.</p> <p>Quarterly submission of syllabi, learning walks, submission of student work samples and collaborative planning documentation will assist with the monitoring of the teacher activities.</p> <p>Proper documentation of meeting minutes and the recording of training participants will provide for the monitoring of the professional development.</p>	<p style="text-align: center;">HSA Baseline Data</p> <ul style="list-style-type: none"> • F.A.S.T. II Data (10th grade) • 8th grade SRI scores (9th grade) • PSAT Scores (11th grade) • SAT scores (12th grade) <p style="text-align: center;">Quarterly Benchmark Targets</p> <ul style="list-style-type: none"> • F.A.S.T. 1 – 85% proficient, 5% advanced • F.A.S.T. 2 – 90% proficient, 6% advanced • F.A.S.T. 3- 94% proficient, 6% advanced
<p>Budget Impact Analysis: Pending Updates</p> <ul style="list-style-type: none"> o Fund source: SOR o Amount for each activity: \$1,145 for On-line Criterion Writing Program (\$300 for teacher training; \$6.50 per student –130 students for 6 months); \$1,500 for student Agenda Books for 9th graders. o Current expenditures o Quarterly balance(s) 			

Section V: PMAPP Strategies with Activities to Increase Student Achievement/Teacher Capacity

<p>Measurable Objective: The school will increase the reported biology proficiency percentage for all students from 56% to 60.3% by June 2011 on the Biology High School Assessment. The African American subgroup will improve from TBD% to TBD%. The Special Education subgroup will improve from TBD% to TBD%.</p>			
<p>Strategy #3. Biology (HS) In order to significantly improve the biology proficiency percentage for Special Education students and other students, teachers will differentiate instruction by analyzing data and adjusting lessons accordingly; using active learning strategies that include manipulatives and technology; as well as collaboratively planning and sharing best practices.</p>			
Activities to Support Strategy # 3	Person Responsible	Monitoring	Expected Outcomes
<p>Students will:</p> <ul style="list-style-type: none"> • Record homework assignments and important dates in agenda books. • Come prepared for class daily, turn in all assignments on time, monitor grades via Schoolmax, & keep organized journals/science note books with class work, class notes etc. • Utilize online HSA practice material and interactive technology websites. • Analyze data from unit tests. • Utilize a quarterly check sheet to identify skills and indicators learned. <p>Teachers will:</p> <ul style="list-style-type: none"> • Continue to collaboratively plan week/biweekly. Continue to have monthly department meetings. <ul style="list-style-type: none"> ○ Reviews of student work conducted once or twice a month by all science teachers, with one person acting as a facilitator and one person acting as a documenter. Ideally, each team member presents student work at least once over the course of the academic year. • Create a science lab binder for the department members to turn in hard copies of labs done or future labs with samples of students work and share best practices. • Utilize already compiled data for data driven decision making • Utilize biology unit test and F.A.S.T tests to analyze data to identify strengths and weaknesses. • Examine student progress towards HSA benchmarks to adjust instruction accordingly: <ul style="list-style-type: none"> ○ Utilize mdk12.org questions for warm ups and practice activities. ○ Utilize item analysis questions by goals and objectives as outlined in the curriculum. 	<p style="text-align: center;">Student</p> <p style="text-align: center;">Parent</p> <p>Each instructor will check periodically to monitor and ensure that the components are being implemented by the students.</p> <p>Science Administrator, R. Dixon</p> <p>TC, V. Johnson</p>	<p>How will this strategy be monitored? Include the process and tool.</p> <p>Assignment check list monitored by parents, teacher and students.</p> <p>Collaborative planning documentation sample of student work, informal observation and learning walks will assist with monitoring of teacher activities.</p> <p>Lab Binder</p>	<p style="text-align: center;">HSA Baseline Data</p> <p style="text-align: center;">Quarterly Benchmark Targets</p>

Section V: PMAPP Strategies with Activities to Increase Student Achievement/Teacher Capacity

<ul style="list-style-type: none"> ○ Administer Pre and Post unit tests. ● Utilize test data in individualizing and targeting all instructional activities. <ul style="list-style-type: none"> ○ Differentiate instructions to accommodate various learning styles. <ul style="list-style-type: none"> ▪ Facilitate learning by using a variety of activities such as white boards, foldables, labs, small group activities, demonstration labs by teacher and students, etc. ▪ Utilize Unitedstreaming videos before, during, and after teaching a skill. ▪ Use the Frayer model for note taking. ▪ Use Cornell's method for note taking. ● Utilize Google-sites for homework and notes to parents. ● <p>Professional Development: Effective collaborative planning Systemic Support: on-going PD</p> <p>Implementation Date: August 2010</p>			
<p>Budget Impact Analysis: Pending</p> <ul style="list-style-type: none"> ○ Fund source: SOR ○ Amount for each activity: consumable materials for labs. ○ Current expenditures ○ Quarterly balance(s) 			

Section V: PMAPP Strategies with Activities to Increase Student Achievement/Teacher Capacity

- Amount for each activity
- Current expenditures
- Quarterly balance(s)

Section V: PMAPP Strategies with Activities to Increase Student Achievement/Teacher Capacity

Measurable Objective: The parent involvement at FDHS will increase 10% by the end of the 2010-2011 school year.			
Strategy #5 Parent Engagement. In order to significantly improve parental engagement in school-wide activities, the school will actively communicate with the parents through as many modes as possible, and the school will increase opportunities for parents to support their children by providing multiple occasions for engagement through meetings, performances, programs, visitations, and conferences.			
Activities to Support Strategy # 5	Person Responsible	Monitoring	Expected Outcomes
<p>PTSA will engage in a membership drive.</p> <p>PTSA will send email updates.</p> <p>Parents will be invited to attend and participate in: Back to School night, parent conferences, class meeting nights, PTSA meetings, sports events, performances, informational meetings, American Education Open House, field trips, and other such events.</p> <p>Staff will:</p> <ul style="list-style-type: none"> • Maintain teacher Google sites & FDHS website • Regularly update website information • Utilize Global Connect Call-out to inform parents • Utilize email to communicate with parents in a timely fashion <p>Parent/Community Committee will:</p> <ul style="list-style-type: none"> • Establish a Douglass alumni database <p>Professional Development: Parent workshops</p> <p>Systemic Support: PGCPs parental initiatives</p> <p>Implementation Date: August 2010</p>	<p>PTSA Officers Principal Assistant Principals Teachers</p> <p>Counseling Department STC IB Coordinator Class sponsors</p> <p>Parent/Community Committee</p>	<p>How will this strategy be monitored? Include the process and tool.</p> <p>Copies of PTSA meeting agendas, minutes, and sign-ins will be kept.</p> <p>Copies of school meeting agendas, minutes, and sign-ins will be kept.</p> <p>Global Connect logs will be reviewed.</p> <p>When possible, attendees will be counted and noted.</p> <p>Log of emails to parents</p> <p>Website will be kept up-to-date</p> <p>Douglass Alumni Facebook page will be operational.</p>	<p align="center">Parent Involvement Data</p> <p>PTSA membership will grow from approximately 70 to 150.</p> <p>PTSA will be fully operational – executive officer and general meetings held on a regular basis.</p> <p>For SY 2010-2011, baseline data will be collected for meeting attendance and shared with key individuals.</p>
<p>Budget Impact Analysis: Pending</p> <ul style="list-style-type: none"> ○ Fund source ○ Amount for each activity ○ Current expenditures ○ Quarterly balance(s) 			

Section V: PMAPP Strategies with Activities to Increase Student Achievement/Teacher Capacity

Measurable Objective: The percentage of students who have prepared a 4 year academic plan will be 96% in 2011. The graduation rate will be 96% for class of 2011.			
Strategy #6: Career Development and Graduation/Promotion. In order to provide for the diversity of student needs and interests in the development of academic and career plans the school will design a comprehensive approach to engaging students so they are college or work force ready in 4 years.			
Activities to Support strategy # 6	Person Responsible	Monitoring	Expected Outcomes
<p>Students will:</p> <ul style="list-style-type: none"> • Complete a 4-year academic plan with their counselor. • complete Senior Contract by October 8, 2010. (100% of seniors) • Increase the amount of scholarships awarded by 5%. • Complete graduation requirements as related to community service and HSA. <p>Counselors will:</p> <ul style="list-style-type: none"> • Conduct quarterly classroom presentations to all grades levels via English classes. • Open and make available Career Center during 3rd period. <p>Teachers and staff will:</p> <ul style="list-style-type: none"> • Decrease by 5% amount of non-promoted students. • Plan and sponsor a Career Day. • Use the CollegeEd: college Planning and Career Exploration Program as the basis for grade level advisories <p>Professional Development: Advisory curriculum, graduation requirements Systemic Support: Advisory plans; graduation planner, etc. Implementation Date: August 2010</p>	<p align="center">Counseling Department Chair and counselors</p> <p align="center">Assistant Principals</p> <p align="center">Principals</p> <p align="center">DCs/TCs</p> <p align="center">STC</p>	<p>How will this strategy be monitored? Include the process and tool.</p> <p>Academic plans will be reviewed and filed in Counseling Center.</p> <p>HSA/AVP Team agendas and minutes will be filed.</p> <p>Schedule of visits will be maintained in Counseling Center.</p> <p>Career Center will have a log of visits by students.</p> <p>Career Day schedule will be posted on website.</p> <p>Advisory team will keep agendas and minutes of planning meetings.</p>	<p>Quarterly Benchmark Targets</p>
<p>Budget Impact Analysis: Pending</p> <ul style="list-style-type: none"> o Fund source o Amount for each activity o Current expenditures o Quarterly balance(s) 			

Section V: PMAPP Strategies with Activities to Increase Student Achievement/Teacher Capacity

Measurable Objective: The percentage of students who meet the eligibility requirement will be over 55% for 2010-2011.			
Strategy #7. In order to significantly improve the number of students eligible to participate in school activities (no Es, above a 2.0 GPA), the staff will maintain high expectations for student achievement, provide rigorous learning activities, including IBMYP, and proactively monitor student academic progress.			
Activities to Support strategy #7	Person Responsible	Monitoring	Expected Outcomes
<p>Students will:</p> <ul style="list-style-type: none"> Maintain a homework log/journal (Agenda Books for 9th graders). Attend classes regularly and on-time. Monitor their grades via family portal of SchoolMAX. Participate in STAR Tutoring and Senior Mentoring Programs <p>Teachers and staff will:</p> <ul style="list-style-type: none"> Plan rigorous instruction, using the <i>Standards for Excellence</i> and/or <i>Framework For Teaching</i> protocols. Collaborate with teachers, vertically and horizontally, and share best practices, analyze student work, and develop rigorous learning activities. Use the IB MYP Unit Planner and Subject Guides to create meaningful learning activities and assessments. ((9th grade IB MYP teachers) Provide meaningful homework and out of class assignments on a regular basis. Use higher order thinking and questioning techniques & use guiding questions and highlight big ideas or significant concepts. Provide regular and specific feedback to students, including complying with the PGCPs Grading Policy. Provide a Google Site for each class Review grade distribution quarterly. Communicate with students and parents regularly, especially when students are making less than satisfactory (70%) progress. Regularly review eligibility of students. Establish communication and relationship with feeder schools, not only JMMS. <p>Professional Development: IB MYP, FFT, Active Learning Strategies, Sharing Best Practices, Effective Collaboration</p>	<p>Parent Portal Contact Instructional/IB Coordinator Administration Star Tutoring Sponsor Senior Class</p> <p>Principal Assistant Principal STC IB Coordinator</p> <p>DCs/TCs</p> <p>Academic Coach Activities Coordinator</p> <p>Club Sponsors Sports Coaches</p>	<p>How will this strategy be monitored? Include the process and tool.</p> <p>Quarterly Grade Distribution analysis within departments</p> <p>Collaborative planning documents will be filed in Department Portfolios and reviewed at Instructional Council</p> <p>TEAM IB notes and plans will be filed in IB MYP portfolio</p> <p>Regular IB MYP update meetings will be held with JMMS and District IB Coordinator</p> <p>Learning Walks and feedback sheets</p>	<p>Quarterly Benchmark Targets</p> <p>2009-2010: 48% Eligible</p> <p>Targets for 2010-2011</p> <p>1st Quarter: 50%</p> <p>2nd Quarter: 52%</p> <p>3rd Quarter: 54%</p> <p>4th Quarter : 55%</p>

Section V: PMAPP Strategies with Activities to Increase Student Achievement/Teacher Capacity

<p>Systemic Support: SchoolMAX; funding for IB dues & fees Implementation Date: August 2010</p>			
<p>Budget Impact Analysis: Pending</p> <ul style="list-style-type: none">○ Fund source○ Amount for each activity○ Current expenditures○ Quarterly balance(s)			



Performance Management Analysis and Planning Process – PMAPP (SY 2010-2011)

First Round Presentation

Date

Name of School

Principal

Section VI: PMAPP Quarterly Monitoring Tool

Table of Contents

- PMAPP Strategy Charts (5 targeted academic and 2 non-negotiable strategies)
- PMAPP Quarterly Data Charts (Due first PMAPP)
- Quarterly Data Analysis and Implications Charts (Due first PMAPP)

<Hyperlink to PMAPP presentation>

Section VI: PMAPP Quarterly Monitoring Tool

PMAPP Baseline

Percentage of Students by AYP Sub-group – Current Enrollment

Grade	All	Am In	Asian	Af Am	White	Hispanic	FARM	Spec Ed	LEP
9	370	0	4	347	7	12		46	
10	271	0	4	256	5	7		36	
11	277	2	5	256	5	9		2	
12	250	4	5	227	11	3		3	

Performance Targets

a. The percent of students who attain a passing scale score or higher on the following HSA assessments will increase as follows:												
English, by	4.5%	Biology, by	4%	Algebra I, by	4.3%							
Government,	2.9%											

HSA DATA Table

Subgroups	English			Biology			Government			Algebra I		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
All Students	81.0	80.0	79.5	69.2	68.5	74.0	92.1	89.5	87.3	74.9	70.1	74.4
Am. Indian/Alaskan Native	---	*	---	---	---	---	---	---	---	---	*	---
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
African American	79.7	78.3	78.7	67.6	66.7	73.0	91.6	88.8	86.6	74.4	68.4	73.3
White	*	100	88.9	*	100	85.7	*	100	100	*	88.9	88.9
Hispanic	100	100	*	85.7	83.3	*	100	100	58.3	71.4	83.3	*
Special Education	30.0	50.0	58.8	20.0	XX	58.3	90.0	XX	79.5	30.0	38.1	50.0
Free & Reduced Meals	80.8	68.0	74.5	73.1	69.2	67.4	92.6	88.1	*	72.0	71.4	70.9
Limited English Proficient	---	---	*	---		---	---		---	--	---	*

* indicates fewer than 5 students.

'-' indicates no students in the category.

Analysis of Data and Implications

SAMPLE

What does the data tell you about how your strategies are (are not) making a difference in achievement.	What implications does the data have for instructional practice moving forward?	What is your action plan to close the gaps in the data between now and the next round of PMAPP?

Attachment(s)

Add appropriate attachments here.