

Prince George's County Public Schools

No Child Left Behind Requirements

Northwestern High School

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Check NCLB Status That Applies to this School in Improvement

Developing Stage

- Year 1—School Improvement
- Year 2—School Improvement
- Corrective Action

Priority Stage

- Year 1—Restructuring (Planning)
- Year 2—Restructuring (Implementation)

The Maryland State Department of Education (MSDE) is requiring that each LEA that has schools in improvement collect evidence that it has complied with the Schools in Improvement requirements of No Child Left Behind.

Northwestern High School

School Improvement Plan

2009 - 2010

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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.

Prince George's County Public Schools

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 (BEMP)*. 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 reviewed, evaluated and refined 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 K-12.

Consistent with the *Bridge to Excellence Master Plan*, the SIP seeks to ensure that all students in all subgroups make 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 *Voluntary State Curriculum*.

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Section I. Executive Summary

Introduction

Northwestern High School is a comprehensive high school located in Hyattsville, Maryland, inside the Washington Beltway and only a few miles from the nation's capital. We strive to educate all of our students to succeed, to equip them with the requisite skills to leave high school with viable options to pursue post-secondary and career opportunities, and to instill in them a desire for lifelong learning. Northwestern offers rigorous academic courses across all content areas. During school year 2009-2010, 15 Advanced Placement courses will be offered including the Apple 8. Northwestern is divided into Academies that include Jim Henson School of Art, Media and Communications, School of Manufacturing, School of Business and Finance, and the School of Public Service and the newly implemented Ninth Grade Academy. A school-wide (Grades 9-12) Advisory Program that meets twice a month. The Advisory Program, which is in its third year of implementation, will continue to offer every student interaction with an adult advocate who will guide them through their four years of high school. The instructional day begins at 9:30 a.m. and concludes at 4:10 p.m. and is structured as a four-period day with an A-day/B-day rotation. In addition, ninth and tenth grade English, Algebra I, and Advanced Placement classes meet daily. Teachers in all four HSA subjects have collaborative planning time, within their departments, to plan effective, quality instruction for all students. AVP classes both during and after school have been implemented to support graduating seniors who have experienced difficulty passing the HSA exams.

Northwestern did not make AYP in the areas of Special Education Reading and Graduation Rate for school year 2007-2008; and therefore, entered the restructuring/ planning stage of Alternate Governance in school year 2008 – 2009. During school year 2007-2008, Northwestern made AYP in every required category except for Reading SPED and Graduation. During the 2008 - 2009 school year, Northwestern made AYP in every required category. Regional and County-level staff has been assigned to provide technical assistance and support to ensure that we achieve AYP in all subgroups and categories in school year 2009 – 2010 so that we can exit improvement.

School Demographics

During the 2008-2009 school years, 2,485 students attended Northwestern High School. Transfers and withdrawals resulted in a 12.8% mobility rate. Our current enrollment of 2,556 students is comprised of 96.5% minority (44.2% African American including those from African or Caribbean nations; 45.04% Hispanic; 6.8% Asian) and 3.4 Caucasian students. Of these students, 1270 are males and 1183 are females. About 400 students are Limited English Proficient (LEP) or ESOL and over 200 are in Special Education. More than half of Northwestern's students qualify for Free and Reduced Meal (FARM) status.

Northwestern High School blends a seasoned staff with new teachers and varying levels of experience that range from less than one year to over 35 years of experience. This school year, we have 144 classroom teachers all of whom are Highly Qualified. In addition to our Principal, we have six Assistant Principals, seven Professional Guidance Counselors, two Pupil Personnel Worker, a Media Specialist, a Testing Coordinator, an Instructional Coordinator, a Peer Mediator, two Investigative Counselors, and four Security Assistants. Northwestern has a full-time School Resource Officer and a Probation Officer. A number of secretaries, custodians, cafeteria workers, daycare workers, and paraprofessionals also support the Northwestern school community.

Major Initiatives and how these efforts will improve student performance

The priority needs of Northwestern High School are predicated on the core curricula of English, math, science, and social studies and student attendance. Our students are required to take and pass High School Assessment exams in English 10, Algebra I, Biology, and LSN Government. After analyzing data which we received from Instructional Audits, HSA results, and student attendance reports, Northwestern will focus on strategies to improve instruction and attendance during the 2008-2009 school year. These initiatives will include the implementation of the Ninth Grade Summer Bridge and Ninth Grade Academy, an emphasis on reading across the curriculum; concentration on the diverse needs of all learners by addressing individual learning styles, differentiating instruction, and enhancing teaching and learning through student centered and active learning activities; using technology effectively in the classroom; improving classroom management; improving special education, effective implementation of the co-teach model; improving daily attendance; and providing ongoing staff development that will facilitate our goal to improve student achievement. Northwestern recognizes the need for all stakeholders to be involved and will work diligently to actively engage parents in all aspects of their child's education.

Further analysis of Northwestern High School's student data supports our emphasis on instruction and attendance. The passing rates for students assessed in 2007-2008 increased by more than 20% in Algebra I - 77.8% and Reading – 77.8%; however, AYP was not met in the areas of Special Education Reading and Graduation Rate. The passing rates for Biology (11th graders) was 73.5% and 89% for LSN Government (11th graders). In 2009, AYP was met for all subgroups. The passing rates for those students assessed in 2008 - 2009 administration of the Maryland High School Assessments was as follows: Algebra I – 77.3%, Reading – 81.2%, Biology – 73.9%, and in LSN Government – 90.3%. The attendance rate for the 2007-2008 school year was 87.1% and rose 2 percentage points to 89.1% in 2009. The graduation rate rose from 66.72% in 2008 to 75.63% in 2009.

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The following major strategies, many of which have been effective in prior years, will be employed during the 2009-2010 school year to address our identified needs:

- Students enrolled in English 9, English 10, and Algebra I will attend classes daily (A and B days) to allow for more focused and accelerated learning opportunities. More focus will be given to: flexible small group instruction, whole group instruction, and independent reading.
- The Master Schedule has been designed to include a common planning period for teachers of all four HSA courses, to address course pacing, rigorous instruction, content delivery and analyses of common assessment administered.
- Teachers (including those of special education and ESOL students) of the four HSA courses, will hold bi-weekly planning meetings.
- The core departments will continue to use Performance Matters and the Edusoft online program to analyze HSA Formative Assessment and Standardized Unit Test data in order to evaluate student performance and guide instruction, particularly re-teaching.
- Tutoring will be provided before and after-school to prepare past and current students of HSA courses for the HSA exams and to increase student learning in all content areas.
- Two full time Mentor Teachers from the Office of Staff Development have been assigned to support new and tenured teachers.
- New and non-tenured teachers will be supported through pairings with Job-Alike Mentors, monthly mentor meetings, instructional coaches, and on-going professional development, both in and out of the building.
- SchoolMax will enable us to track student attendance and achievement. Once the parent module is live, SchoolMax will enhance parent/teacher collaboration.

Northwestern High School Academies

The Northwestern High School Academies allow us to provide a more individualized learning environment and better address the various interests of the students. During the 2009-2010 school year, Northwestern High school will continue to implement the following programs:

- The School of Public Service
 - International Studies Program
 - The Naval Junior Reserves Officer Training Corps
- The School of Manufacturing
 - Project Lead The Way Pre Engineering Program
- The School of Business and Finance
 - National Finance Academy
- Jim Henson School of Art, Media and Communication
 - Dance, Instrumental, Vocal, and Visual Arts
- Read 180 courses for regular and special education students, designed to support 63 (evenly divided among three sections) low-level readers and improve their reading skills read through various strategies.
- A Mathematics Pathways to College Preparation course geared towards preparing 120 (evenly divided among six sections) students who have successfully completed an Algebra 1 course, but failed the Algebra HSA.
- AVP – Academic Validation Program in all HSA content areas, which enables students who have had difficulty passing HSA exams to either complete a project or continue to receive instruction.
- A school-wide Advisory program to provide support and assistance to all students that will enable them to excel academically. One of the main goals will be to improve student attendance. Students will be responsible for monitoring their attendance through advisories. Advisors will be looped beginning in the 10th grade.
- A scheme to loop Professional School Counselors in grades 10 through 12
- A scheme to loop Assistant Principal in grades 10 through 12
- A Ninth Grade Summer Bridge Program designed to provide academic support and organizational skills to incoming ninth grade students.
- A Ninth Grade Academy designed to increase the attendance rate to 95%, increase the percentage of students matriculating to the tenth grade after their first year of ninth grade to 90%.
- An AP Summer Bridge Program to prepare and facilitate a successful AP experience for first time AP students.

Section I. Executive Summary

Subgroups

Special Education

Northwestern achieved AYP in Special Education in 2008- 2009. In mathematics, AYP exceeded the 56.1 AMO by more than 20 percentage points. Special Education also achieved AYP through the confidence interval for reading with a proficiency rate of 58.6%. We will continue to enroll struggling readers in the Read 180 class as a daily elective in hopes of significantly increase their reading comprehension. The class will also enable them to engage in a higher level of thinking and problem solving for both Algebra and English 10 classes. Teachers of the intensive resource students will benefit from co-planning and teaching with a master teacher of record in the general education curriculum. Algebra teachers of students with special needs will plan with other mathematics teachers and will attend professional development meetings to ensure that instruction mirrors the Voluntary State Curriculum (VSC). Northwestern was awarded a grant to assist Special Education Students with completing the HSA graduation requirement through the Academic Validation after school program.

Reading

LEP students met the Reading AYP, making 10% improvement from a 66.7% pass rate in 2008 to a pass rate of 76.2 in 2009. The ESOL Department will undertake several interventions to assist LEP students to continue improvement in reading. Additional support, training, and measures for accountability will be provided for teachers of LEP students in order to address the instructional needs of this subgroup. Transitional English teachers will attend all County professional development and English Department meetings at Northwestern. Students in Transitional English will also participate in LAS Links to evaluate weaknesses and to determine strategies to address those weaknesses. In addition, the ESOL Department will continue to offer sheltered core classes; continue to require students to pass Transitional English before taking English 10 (An exception will be made for seniors who need to be concurrently enrolled in Transitional English and English 10. These students will be placed in a "seniors only" class together for both of those courses.); and continue to refer students to tutoring programs to assist them with HSA test-taking and course success. Finally, achievement of students who have exited the program will be tracked by a Transition Monitor who provides additional support to classroom teachers and students.

Attendance

Attendance is a high priority that directly impacts student achievement. A comprehensive attendance plan has been developed which places accountability for improving attendance on all stakeholders—faculty, staff, students, and parents. The implementation of the new student information system, SchoolMax will enhance teachers' ability to monitor student attendance by allowing them to take and view period by period attendance. Teachers, professional school counselors, the Pupil Personnel Worker, and assistant principals will work together closely to monitor student attendance and will report instances of truancy to parents via telephone, email, letters, and conferences. The Pupil Personnel Worker will chair the Attendance Committee, which consists of assistant principals, professional school counselors, the instructional coordinator, the parent liaison and the attendance secretary. This committee will meet weekly this year to address attendance issues, including the gathering and interpreting of data, and proactive planning for increased student attendance. Subcommittees of grade-level assistant principal(s) and the professional school counselors will also meet weekly, then present information and concerns to the larger group.

In addition, assistant principals and professional school counselors will hold conferences with students to help them work toward improving their attendance. A variety of interventions, including daily sign-in logs, daily progress reports, monitoring by individual classroom teachers and attendance contracts, will be utilized. If attendance problems persist, students may be referred to the School Instructional Team (SIT) and the Supplemental Services Team (SST) for further recommendations that may include other services. Upon referral to the Pupil Personnel Worker, stronger interventions will be used such as letters to the parent discussing legal consequences for truancy, conferences to develop an action plan for increased attendance, home visits, referral to social services or juvenile authorities, and finally, for students aged 14 and younger, a referral will be made to the County Inter-Agency Council which may recommend a referral to the Seventh Judicial Circuit Court of Maryland for Prince George's County.

Finally, the attendance secretary, a position which was purchased for the fifth consecutive year, will maintain accurate attendance records and will communicate with parents, teachers, professional school counselors, assistant principals, the Pupil Personnel Worker, and parents regarding attendance concerns. The attendance secretary and newly acquired bi-lingual secretary will call parents and guardians to verify that all notes submitted by students reflect excused absences only. At each stage of monitoring student attendance, the appropriate paperwork will be maintained to provide documentation of efforts to improve attendance. The documentation includes, but is not limited to Guidance Referrals, Discipline Referrals, Attendance Contracts, Truancy Checklists, PS-41, and Contact Logs. With the implementation of SchoolMax, teachers are provided with instant information as to the reason students are absent from school. This change will allow us to more closely analyze our attendance data and identify strategies to keep parents apprised and students in school.

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Graduation

During school year, 2008 – 2009, parents, students and school personnel worked diligently to ensure that each graduating senior received information that pertained to graduation, in a timely manner. Students and their parents were apprised of student progress at monthly meetings and through written correspondence resulting in a graduation rate of 75.6% for students who were seniors in 2009. We will continue with the Ninth Grade Academy which is vital to our efforts to make sure that 9th graders who enter Northwestern High School, graduate on time. Through cooperative monitoring of achievement and learning, it is our hope that the 9th grade Academy will be the foundation upon which students will succeed. The goals of the advisory program are to improve student attendance, impact student achievement, make students responsible for their own learning through goal-setting, and improve their graduation rate. Advisors track individual student attendance, act as the contact person for parents, promote personalized learning and provide a monitoring and intervention component. Additionally, the guidance department will monitor career and education plans, administer career assessments to 9th graders and host three senior parent nights which will cover the graduation credit requirements, High School Assessments, and post graduation plans. Sign-in sheets will be maintained to track of parent participation throughout the school year. Finally, the Administration will continue to send letters and contact parents to improve attendance. The Attendance Secretaries will verify validity of notes provided by students for days absent. SchoolMax will enhance the monitoring of student absences by class, in order to identify appropriate intervention in a timely manner. Students withdrawing from Northwestern will be given specific information concerning re-enrollment in Evening High School, GED programs, and other options and opportunities that may be available. Incentives and celebration activities will be planned to recognize students for good attendance, achievement and improvement. Parent forums will be scheduled on a regular basis to provide and share information and improve communication.

Safe and Orderly Environment

A safe and orderly environment along with a school climate that is conducive to teaching and learning are essential to student achievement. Northwestern High School is fortunate to have a partnership with the city of Hyattsville which enables us to have a full-time school resource officer stationed in our building. The security team also plays a vital role toward creating a safe and orderly environment. Assistant Principals and security assistants meet daily to discuss security concerns and to develop strategies to maintain safety and order throughout the school day. Northwestern has a clearly delineated emergency plan with varying levels of seriousness that has been tested and found effective on several occasions. Northwestern High School's peer mediator promotes peaceful resolutions and problem-solving strategies and skills. In addition, all students are required to wear ID badges and are expected to wear the appropriate school uniform. Discipline referrals and suspension data will be reviewed regularly to develop strategies that aim to keep students in school and in class. Parents will be contacted immediately via various communication modes whenever disciplinary action is warranted, and they will be afforded an opportunity to be involved in helping to get their child back on track. The administrators will continue to strive to provide immediate feedback to disciplinary referrals and will make every effort to be consistent and fair in their handling of disciplinary concerns. An attendance secretary will work in collaboration with key stakeholders in the school—teachers, guidance counselors, administrators, the pupil personnel worker, and the parent liaison— and with parents to monitor and help improve student attendance by monitoring attendance and maintaining accurate data. Administrators will make student, parent, and guidance department contacts regarding discipline, attendance, and academics. They will also provide a monthly analysis of attendance to assess various ways to improve attendance rates. Input from the Pupil Personnel Workers (PPW) will continue to support efforts to improve attendance. The bilingual Parent Liaison will continue to be beneficial in reaching the parents of all our students.

Parental Involvement

Parental involvement is essential to the success of the Northwestern High School student. For this reason, during school year 2007 – 2008, Northwestern implemented Grade Level Parent Meetings. The grade level Administrator and Counselors work together to keep parents abreast of student progress, graduation requirements, and available resources. The meetings take place in the evening, once per quarter, with the exception of the senior class that meets several times per quarter. In addition, the PTSA is very active and involved. Membership continues to grow as a result of strong recruitment efforts by the PTSA within the school. Along with attending PTSA meetings, the principal also attends the monthly executive board meetings. Parent participation in the monthly PTSA meetings showed measurable growth once the meetings were moved to Saturday from 10:00 a.m. to noon. The PTSA President serves on the School Planning and Management Team (SPMT) and actively participates in monitoring and modifying the School Improvement Plan (SIP). Parents are encouraged to volunteer for school activities, including fundraising, sports and cultural events, and any other events or activities identified. Several groups in the school have created Parent Booster Clubs that provides moral and financial support. Parents are invited to visit Northwestern High School whenever possible. Parent volunteers stuff mailings, chaperone field trips, and participate on various committees and academy advisory boards. Parents are also encouraged to attend 9th Grade Orientation, Back-to-School Night, pre HSA information meeting held in January and April, quarterly parent conferences, open houses, sports events, and special school activities that are advertised on the electronic reader board, the school's website, flyers, posters, and by personal invite. Administration and teachers are encouraged to contact parents on a regular basis to communicate concerns or to celebrate student success. The parents are also working to gain business partnerships for the school to foster relationships and opportunities for our students. These partners provide donations and/or discounts, jobs, internships, and community service opportunities. Northwestern is very appreciative of the support it receives from parents and the community. We will continue to work toward developing meaningful

Section I. Executive Summary

parent relationships and will keep parents informed through our website, emails, letters, telephone calls, newsletters, and monthly PTSA meetings. Student progress reports and reports cards will continue to be mailed home. The role of the bilingual parent liaison is critical to helping to improve student attendance. The parent liaison will contact the parents of all students who are frequently tardy or absent from school. The parent liaison will also contact Hispanic parents on behalf of assistant principals and professional school counselors to inform them of conferences as well as be available to serve as a translator for all such meetings.

Alternative Governance Status

Stakeholder Notification

Northwestern High School's entire staff was made aware of its tentative status in school improvement as restructuring planning during its first faculty meeting held in August 2008. After the release of adequate yearly progress (AYP) results and the school's restructuring planning status designation, the principal received in-depth training on the Teacher Capacity Needs Assessment (TCNA) provided by the Department of School Improvement and Accountability on October 29, 2008. Parents were officially notified in a letter sent home explaining the school's new status in December 2008. In addition, graduation requirements were discussed January 7, 2009, with parents and guardians reinforcing the fact that graduation impacts AYP, and thus, the school's status in improvement. Other forums (i.e., faculty, leadership council, and school planning and management team-SPMT meetings) held throughout the year afforded parent, community, and school stakeholders opportunities to discuss the alternative governance process. Representatives from the Department of School Improvement and Accountability (DSIA) facilitated school-wide TCNA overview on November 7, 2008, and assisted with the administration of the TCNA on February 4, 2009.

Subsequently, TCNA results were shared with the school planning and management team, and later, with all staff. Staff and community stakeholders participated in a collaborative peer review of the school improvement plan, and made revisions to the school improvement plan. All forums provided opportunities for information sharing, discussion, and questions and answers.

Basis for Selection of AG Option

Based on last year's data, the school did not meet AYP in graduation and in reading for the special education subgroup. A root cause analysis process exploring contributing factors revealed that meeting graduation requirements is a priority. As a result the action plan focuses on increasing the graduation rate by establishing a Milestone Project (See Action Step #1 for details). Additional professional development for teachers working with a diverse student population (an identified challenge/barrier), mentoring novice teachers (implementing the Voluntary State Curriculum and providing accommodations to special needs students) and consistent collaborative planning, monitoring, and data inquiry are needed. Additionally, the school will strive to expand its interventions, tutoring and extended day/year programs.

COMPONENTS OF OPTION 1 for Northwestern High School

- *Replace all or most staff who are not deemed highly qualified (HQ) as defined by the High, Objective, Uniform State Standards, Evaluation (HOUSSE) with highly qualified personnel.*
- *Zero-Basing the Special Education Department*

Formative Assessment student achievement:

The LEA will continue to use the State established performance targets, annual measureable objectives (AMOs) and adequate yearly progress (AYP) to drive instruction and assess the progress of student subgroups. More specifically, AYP targets will be used to track academic progress in the areas of graduation and reading and mathematics for students in the aggregate and for each student subgroup. In addition to monitoring the school's ability to meet AYP, School Performance Goals were developed during the 2008-2009 school year by the Division of Accountability with the purpose of providing a data-based set of leveled expectations about student achievement that would be used to measure improvement in each high school. The growth models that were constructed for each high school include the following data: the percentage of students (disaggregated by subgroup) in the class of 2009 and later (that entered their freshman year in 2005 or after) who had met the 1602 requirement by the start of 11th and 12th grades, the total number of students in each grade level (11th and 12th grades), the type of growth model selected for each subgroup (the number of years needed to meet the final target), and the four year growth targets for each subgroup. By the start of the 2011 school year, 80% of students entering 11th grade and 90% of students entering 12th grade are expected to have met the 1602 requirement.

Section II. Evidence of Need/Progress Report

A. Data Forms

Goal 1

By 2013- 2014, all students will reach high standards in core curricular areas, at a minimum, attaining proficiency or better for each ESEA subgroup in reading/language arts and mathematics.

Objective 1.1

Continue to strengthen curriculum, instruction, and assessment in all content areas. HSA

Goal 2

All English Language Learners (ELL) will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/English language arts and mathematics.

Objective 2.1

Continue to strengthen curriculum, instruction, and assessment in all content areas provided to English Language Learners.

School Year Goal

High School Assessment

By June 2010, the percent of students in HSA courses who achieve a satisfactory score on the High School Assessments (HSA) will meet or exceed the PGCPS and State averages.

Subgroups	English			Biology			Government			Algebra I		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
All Students	57.6	79.0	81.5	51.9	73.5	73.9	68.8	89.9	90.3	56.2	78.1	77.2
Am. Indian/Alaskan Native												
Asian/Pacific Islander	63.6	81.8	85.7	68.8	84.6	93.3	83.3	100	100.0	55.6	90.0	90.9
African American	59.4	80.4	81.4	51.6	72.9	76.2	67.8	86.5	88.8	53.5	78.2	74.5
White	69.2	90.9	100	58.8	81.8	75.0	81.3	100	100.0	66.7	100	90.9
Hispanic	53.7	73.7	79.5	50.0	72.4	68.7	68.3	90.09	90.6	59.0	75.6	79.1
Special Education	37.5	18.8	60.7	13.5	18.8	63.2	34.2	75.0	89.5	40.0	58.8	79.0
Free & Reduced Meals	53.4	73.6	81.6	49.8	68.8	73.7	69.7	88.2	89.2	56.6	73.1	75.9
Limited English Proficient	26.6	61.5	75.6	35.0	70.4	45.8	36.5	85.7	75.0	38.6	60.0	68.3

'na' indicates too few students for AYP rules.

'*' indicates fewer than 5 students.

'-' indicates no students in the category.

School Year Objective 1.1, 2.1

HSA

a. The percent of students who attain a passing scale score or higher on the following HSA assessments will increase as follows:

English, by 3% Biology, by 3% Algebra I, by 3%
 Government, 3%

Objective 1.1, 2.1 Milestone

HSA

At the end of each quarter, students enrolled in HSA courses will achieve a satisfactory score on the PGCPS unit assessments at the following rates:

English	1 st Quarter	<u> 65% </u>	2 nd Quarter	<u> 68% </u>	3 rd Quarter	<u> 70% </u>	4 th Quarter	<u> 75% </u>
Biology	1 st Quarter	<u> 65% </u>	2 nd Quarter	<u> 68% </u>	3 rd Quarter	<u> 70% </u>	4 th Quarter	<u> 75% </u>
Government	1 st Quarter	<u> 65% </u>	2 nd Quarter	<u> 68% </u>	3 rd Quarter	<u> 70% </u>	4 th Quarter	<u> 75% </u>
Algebra	1 st Quarter	<u> 65% </u>	2 nd Quarter	<u> 68% </u>	3 rd Quarter	<u> 70% </u>	4 th Quarter	<u> 75% </u>

Objective 1.1, 2.1 Evaluation

HSA

a. PGCPS documents will verify the percent of students who attained grades of C or higher in the following core curricular areas:

English 77% Biology 77% Government 77% Algebra 77%

Blue denotes changes in dates.

Section II. Evidence of Need/Progress Report

Goal 1

By 2013- 2014, all students will reach high standards in core curricular areas, at a minimum, attaining proficiency or better for each ESEA subgroup in reading/language arts and mathematics.

Goal 1 Students will reach high standards in core curricular areas.

MSA/HSA: Reading & Mathematics

Two Year Goal

All students and all subgroups enrolled in English and Algebra I (in the aggregate*) in _____

School will meet MSDE intermediate goal for 2010 in reading and mathematics. (*Aggregate comprises all students whose performance is included in AYP calculations.)

Annual Measurable Objective (2008-2009 School Year)

Reading

All students and all subgroups (in the aggregate*) will meet AYP in reading on the 2008-2009 Maryland School Assessment. The following subgroups (in the aggregate*), as indicated by a check√, did not meet AYP.

(Please check all subgroups where AYP was not met.)

	06-07	07-08	08-09
All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian/Alaskan Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asian/Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free and Reduced Meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limited English Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annual Measurable Objective (2008-2009 School Year)

Mathematics

All students and all subgroups (in the aggregate*) will meet AYP in mathematics on the 2008-2009 Maryland School Assessment. The following subgroups (in the aggregate*), as indicated by a check√, did not meet AYP.

(Please check all subgroups where AYP was not met.)

	06-07	07-08	08-09
All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian/Alaskan Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian/Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Free and Reduced Meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Limited English Proficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Blue denotes changes in dates.

Section II. Evidence of Need/Progress Report

Annual Measurable Objective Milestone

Reading & Mathematics

70% of the students enrolled in English 10 and/or Algebra I will achieve a satisfactory score (70% or above) on an end of quarter assessment.

Annual Measurable Objective Evaluation

Reading & Mathematics

All students and all subgroups (in the aggregate) will meet AYP in reading and mathematics on the 2008–2009 Maryland School Assessment..

Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 4.1

Objective 4.1: Ensure that schools establish and maintain a positive climate that nurtures students and supports learning.

A.	By June 2010, the number of discipline referrals will decrease from	172	in June 2009 to	125	
B.	By June 2010, the number of students suspended will decrease from	555	in June 2009 to	400	
C.	By June 2010, average daily student attendance will increase from	89.1%	in June 2009 to	95	%.

Objective 4.1 Milestone

- A. At the end of each month, the percent of students receiving discipline referrals will decrease 3% below the same month of the previous year(s).
- B. At the end of each month, the number of students suspended will decrease by 4% below the same month of the previous year(s).
- C. At the end of each month, the daily average attendance of students will increase by 2%

Objective 4.1 Evaluation

- A. PGCPs summary reports of discipline referrals will document an aggregate decrease of 20% in the number of students receiving discipline referrals for each ESEA subgroup.
- B. PGCPs summary reports of the number of students suspended will document a decrease of 30% in the number of students suspended.
- C. School system data will document the average daily attendance rate for students as 94% or higher and the dropout rate as 3.0% or lower.

Blue denotes changes in dates.

Section II. Evidence of Need/Progress Report

Goal 5: All students will graduate from high school.

Objective 5.1

- A. By June 2010, the dropout rate will decrease by 0.5%; from 1.5% in June 2009 to 1.0%.
 B. The percent of 12th grade students who complete a sequence of qualified "rigorous" courses will increase by 10%.

Objective 5.1 Milestone

At mid-year, 78% of 12th grade students enrolled in the requisite courses for graduation will achieve a GPA of 2.0 or above.

Objective 5.1 Evaluation

- A. The Maryland Report Card will document the graduation rate of 12th grade students as 90%
 B. The Maryland Report Card will document the percentage of 12th grade students completing a sequence of "rigorous" courses as 6%.

School Year

SAT

AP

- A. The average score of all 12th grade SAT takers will increase from June 2009 by a total of 100 points, 40 on the critical reading, 25 points on the quantitative, 35 points on the writing, and
 B. The number and percent of AP exam scores of "3" or higher will increase from 108 students or 28% in June 2010 to 120 students or 31% in June 2010.

SAT Milestone

AP Milestone

- A. The average pre-post test SAT score of students enrolled in the SAT prep courses will increase points, 75 on the critical reading 75 on the quantitative, and 75 on the writing.
 B. The average score on AP exams used as midterm or final examinations in AP classes will equal or exceed the distribution of grades of "B" or higher in the following courses:

	Art History	✓	English Literature		Physics C
✓	Biology		European History	✓	Psychology
✓	Calculus, AB	✓	French V	✓	Spanish V
	Calculus, BC	✓	Physics B		US History
✓	English Language		Computer Science		

SAT Evaluation

AP Evaluation

- A. School system data will document the average increase in SAT scores of grade 12 students enrolled in the SAT prep course as 100 points, 40 points on the critical reading, 25 points on the quantitative, and 35 points on the writing.
 B. The AP test results will document the number and percent of students who scored "3" or higher on the AP examinations as 108 students or 28%.

Blue denotes changes in dates.

Section II. Evidence of Need/Progress Report

B. English/Reading Data Overview

1. Narrative

Northwestern High School is currently identified as year 1 restructuring-implementation in school improvement. [Unit Assessment](#) performance data for the 2008-2009 year indicate 63 % of students scored at proficient or above. Scholastic Reading Inventory data indicate _____.

Reading performance data on the 2009 MSA/HSA report card indicate that 81.5% of students were proficient compared to 79.0% in 2008 and 57.6% in 2007. All subgroups met the Annual Measurable Objective (AMO) for reading in 2009.

English performance data on the 2009 HSA report card indicates that 81.5% of students passed the assessment compared to 79.0% in 2008 and 57.6% in 2007. Subgroup passing performance on the 2009 English HSA is as follows:

Year	Asian	Af/Am	White	Hispanic	LEP	SPED	FARM	ALL
2007	63.6	59.4	69.2	52.0	16.1	10.8	51.1	57.6
2008	81.8	80.4	90.9	72.0	66.7	30.4	73.3	79.0
2009	85.7	81.3	100.0	79.5	75.6	60.7	81.6	81.5

Related qualitative data from [walk-through's](#) and informal observations shows that the majority of teachers were following the curriculum guide and using available resources and therefore delivering instruction to support the success on the High School Assessment exam.

2. Analysis of English/Reading Data

a. List overall strengths (aligned to Core Learning Goal/content standard indicator/objective).

1. The student will use pre-reading strategies appropriate to both the text and purpose for reading
2. The student will consider the contributions of plot, character, setting, conflict and point of view when constructing the meaning of a text

b. List contributing factors for strengths (i.e., curriculum implementation, staff expertise, instructional organization, parent and community involvement, school climate, etc.). *For assistance, refer to [Guiding Questions](#) handout in the [Supporting Documents](#) folder on Bb.*

1. Students are successful with the reading indicators because teachers encourage students to read more and practice using different reading strategies.
2. Students are supported by teachers, parents and the community.
3. Students practice with the indicators through the use of various texts.

c. List overall weaknesses (aligned to Core Learning Goal/ content standard indicator/objective).

1. 1.1.4 The student will apply reading strategies when comparing, making connections and drawing conclusions about a non-print text.
2. 3.1.3 The student will determine grammatical classification of word by using meaning, position, form and function
3. 3.1.4 The student will differentiate grammatically complete sentences from no-sentences

d. List contributing factors for weaknesses (i.e., curriculum implementation, staff expertise, instructional organization, parent and community involvement, school climate, etc.). *For assistance, refer to [Guiding Questions](#) handout in the [Supporting Documents](#) folder on Bb.*

Section II. Evidence of Need/Progress Report

1. Students are unsuccessful with grammar because they have difficulty with identifying how the parts of speech are effectively used within sentences and sentence combining.

e. Next Steps

Based on the data analysis and contributing factors, identify the proposed actions (next steps) in the chart below to support targeted subgroups/grade levels. Be sure to include any professional development training that is needed.

Note: Every next step must be supported by the data analysis previously presented in this section. These next steps lay the foundation for the activities to include in Section IIIB and the professional development calendar in Section V.

Next Steps for English/Reading:	Targeted Subgroups/Grade Levels:
Build vocabulary and reading skills, informal walk-through's, Professional Development training for teachers, modify curriculum as needed, use alternative resources	All Groups
Study and practice using HSA indicators, Analyze assessment data, require students to take advantage of tutoring opportunities, encourage parental involvement.	All Groups
Explain student strengths and areas of need to parents during Parent/Teacher conferences, parent contacts and January and April HSA assemblies	All Groups
Utilize data to drive instruction	All Groups
Plan collaboratively to ensure that teachers are delivering instruction based on the curriculum	All Groups
Based on the above next steps, parents and community stakeholders will have an opportunity to encourage students to study and practice where necessary. Stakeholders will also be empowered by the information received through identified modes of communication.	

Teacher's will meet to work collaboratively to compare lesson plans, best practices and activities, make modifications to the curriculum and stay with the pacing guide. Teachers will observe other teachers and reflect upon teaching strategies, styles and skills. Teachers will compare and analyze data in order to share effective teaching plans and discuss differentiation and modifying the curriculum. Teachers will identify students' weaknesses and strengths and design instruction to meet student needs. Teachers will continue professional development to learn new ways of presenting information and overcoming challenges. The ninth grade teachers, in addition to the new Disciplinary Literacy curriculum, will conduct mini lessons on the HSA indicators to support success on the High School Assessment exam.

Parental involvement is needed to improve attendance for after school tutoring as well as regular classroom work if scores are to continue to improve. Students as well as parents must buy into the idea that the English HSA is important and the need for a passing score is a priority. Teachers will continue to contact parents to discuss attendance, grades and HSA data.

Section II. Evidence of Need/Progress Report

Algebra I/Mathematics Data Overview

1. Narrative

Unit assessment performance data for the 2008-2009 year indicate 22% of students scored at proficient or above.

Generally, Algebra I performance data on the 2009 MSA /HSA report card indicate that 77.2% of students were proficient compared to 78.1% in 2008 and 56.2% in 2007. All subgroup(s) met the Annual Measurable Objective (AMO) for mathematics in 2009.

Related qualitative data from walk-through's and informal observations shows that the majority of teachers were following the curriculum guide and using available resources and therefore delivering instruction to support the success on the High School Assessment exam.

2. Analysis of Algebra I/Mathematics Data

a. List overall strengths (aligned to Core Learning Goal/content standard indicator/objective).

1. 1.1.1 Recognize, describe, and extend patterns and functional relationships that are expressed numerically.
2. 1.1.3 Add, subtract, multiply and divide algebraic expressions.
3. 3.1.2 Use measures of central tendency and variability (mean, median, mode, range, etc.) to make informed conclusions.

b. List contributing factors for strengths (i.e., curriculum implementation, staff expertise, instructional organization, parent and community involvement, school climate, etc.). *For assistance, refer to [Guiding Questions](#) handout in the [Supporting Documents](#) folder on Bb.*

1. Timely and frequent data updates from EduSoft
2. The utilization of technology and various manipulatives

c. List overall weaknesses (aligned to Core Learning Goal/content standard indicator/objective).

1. 1.2.1 Determine the equation of a line and describe the solutions using numbers, symbols, and graphs.
2. 3.2.2 Interpret data and/or make predictions by finding and using a line of best fit.
3. 3.2.2 Interpret data and/or make predictions by using a given curve of best fit.

d. List contributing factors for weaknesses (i.e., curriculum implementation, staff expertise, instructional organization, parent and community involvement, school climate, etc.). *For assistance, refer to [Guiding Questions](#) handout in the [Supporting Documents](#) folder on Bb.*

1. Problems with processing abstract concepts
2. Low student attendance
3. Large class sizes

e. Next Steps

Based on the data analysis and contributing factors, identify the proposed actions (next steps) in the chart below to support targeted subgroups/grade levels. Be sure to include any professional development training that is needed.

Note: Every next step must be supported by the data analysis previously presented in this section. These next steps lay the foundation for the activities to include in Section IIIB and the professional development calendar in Section V.

Section II. Evidence of Need/Progress Report

Next Steps for Algebra I/Mathematics:	Targeted Subgroups/Grade Levels:
Next Steps for Algebra I	Targeted Subgroups
Cooperative planning between teachers and co-teachers	All Students
Utilize the SchoolMax Parent Portal to inform parents of student progress	All Students
Use unit test to drive instruction	All Students
Offer before and after school tutoring	All Students
Based on the above next steps, parents and community stakeholders will have an opportunity to monitor student progress and communicate with teachers on a regular basis. Parents should also see a marked difference in student achievement as a result of the initiatives listed above.	

Section II. Evidence of Need/Progress Report

D. Biology Data Overview

1. Narrative

[Unit Assessment](#) performance data for the 2008-2009 year indicate 44% of students scored at proficient or above.

Biology performance data on the 2009 HSA report card indicates that 73.9% of students passed the assessment compared to 73.5% in 2008 and 51.9% in 2007. Subgroup passing performance on the 2009 Biology HSA is as follows:

Year	Asian	Af/Am	White	Hispanic	LEP	SPED	FARM	ALL
2007	68.8	51.6	58.8	50.0	35.0	13.5	25.2	51.9
2008	84.6	72.9	81.8	72.4	70.4	18.8	68.8	73.5
2009	93.3	76.2	75.0	68.7	45.8	63.2	73.7	73.9

Related qualitative data from [walk-through's](#) and informal observations show that teachers are using the correct curriculum guides and all resource materials provided and that students are exposed to hands-on experiences geared to enhance the concepts which will aid students in passing the HSA.

2. Analysis of Biology Data

a. List overall **strengths** (aligned to Core Learning Goal/content standard indicator/objective).

1. 3.3.3 Explain how a genetic trait is determined by the code in a DNA molecule.
2. 3.3.3 Interpret how the affects of DNA alteration can be beneficial or harmful to the individual society and/or environment.
3. 3.4.1 Explain how new traits may result from new combinations exiting genes or from mutations of existing genes or from mutations of genes in reproductive cells within a population.

b. List contributing factors for **strengths** (i.e., curriculum implementation, staff expertise, instructional organization, parent and community involvement, school climate, etc.). *For assistance, refer to [Guiding Questions](#) handout in the [Supporting Documents](#) folder on Bb.*

1. Teachers using the curriculum guides including adherence to the pacing guides.
2. Teachers modifying the curriculum where necessary.
3. Use of outside sources such as Bio-Lab, a complete laboratory on wheels.
4. Students receiving tutoring and extra practice after school.

c. List overall **weaknesses** (aligned to Core Learning Goal/content standard indicator/objective).

1. low attendance rate
2. lack of parental involvement
3. students who did not make use of the tutoring opportunities

d. List contributing factors for **weaknesses** (i.e., curriculum implementation, staff expertise, instructional organization, parent and community involvement, school climate, etc.). *For assistance, refer to [Guiding Questions](#) handout in the [Supporting Documents](#) folder on Bb.*

1. 1:2 Pose scientific questions and suggest investigative approaches to provide answers to questions.
2. 3.1.2 Discuss factors involved in the regulation of chemical activity as part of a homeostatic mechanism.
3. 3.4.2 Estimate degrees of relatedness among organisms or species.

e. Next Steps

Based on the data analysis and contributing factors, identify the proposed actions (next steps) in the chart below to support targeted subgroups/grade levels. Be sure to include any professional development training that is needed.

Note: Every next step must be supported by the data analysis previously presented in this section. These next steps lay the foundation for the activities to include in Section IIIB and the professional development calendar in Section V.

Section II. Evidence of Need/Progress Report

Next Steps for Biology:	Targeted Subgroups/Grade Levels:
Informal walk-throughs, modify curriculum as needed, encourage teachers to take part in departmental collaborative meetings each week.	All Students
Modify curriculum where necessary, use alternative resources when necessary, encourage parental involvement.	Limited English Proficiency and Special Education
Analyze assessment data, require students to take advantage of tutoring opportunities, encourage parental involvement.	All Students
Require students to take advantage of tutoring opportunities, encourage parental involvement	All Students
Analyze assessment data, require students to take advantage of tutoring opportunities, encourage parental involvement	All Students
Based on the above next steps, parents and community stakeholders will have an opportunity to change the focus on the Biology HSA. They will see a need to monitor the students' progress during the year as well as aid students at home in preparing to take and pass the Biology HSA.	

The overall percent of students scoring proficient or above increased from 73.5.9% to 73.9% for 2009. We can conclude that some of the initiatives set in place helped our students to improve. The weekly collaborative meetings helped teachers to compare lesson plans, make modifications to the curriculum and stay with the pacing guide. Another contributing factor to the improved scores is the use of assessment data to target problem areas and design instruction to meet student needs. Ongoing professional development helped teachers learn new ways of presenting information and overcoming problems.

Afterschool tutoring was not an effective tool because of poor attendance and the lack of transportation. More parent involvement is needed to improve attendance for afterschool tutoring as well as regular classroom work if scores are to continue to improve. Students as well as parents must buy into the idea that the Biology HSA is important and the need for a passing score is a priority.

Section II. Evidence of Need/Progress Report

E. LSN Government Data overview

1. Narrative

Unit assessment performance data for the 2008-2009 year indicate 49% of students scored at proficient or above.

LSN Government performance data on the 2009 HSA report card indicates that 90.3 % of students passed the assessment compared to 89.9 % in 2008 and 68.8 % in 2007. Subgroup passing performance on the 2009 LSN Government HSA is as follows:

Year	Asian	Af/Am	White	Hispanic	LEP	SPED	FARM	ALL
2007	83.3	67.8	81.3	68.3	36.5	34.2	69.7	68.8
2008	100.0	86.5	100.0	90.9	85.7	75.0	88.2	89.0
2009	100.0	88.8	100.0	90.6	75.0	89.5	89.2	90.3

Related qualitative data from walk-through's and informal observations shows that the majority of teachers were following the curriculum guide and using available resources and therefore delivering instruction to support the success on the High School Assessment exam.

2. Analysis of LSN Government Data

a. List overall **strengths** (aligned to Core Learning Goal/content standard indicator/objective).

1. 4.1.3 Legal system and Executive Branch
2. 1.1.4 Political parties and Interest groups

b. List contributing factors for **strengths** (i.e., curriculum implementation, staff expertise, instructional organization, parent and community involvement, school climate, etc.). *For assistance, refer to [Guiding Questions](#) handout in the [Supporting Documents](#) folder on Bb.*

1.

c. List overall **weaknesses** (aligned to Core Learning Goal/content standard indicator/objective).

1. 1.1.1 Constitutional government (Unit I and II)
2. 4.1.1 Economic Principles
3. 4.1.4 Monetary/Fiscal Policy

d. List contributing factors for **weaknesses** (i.e., curriculum implementation, staff expertise, instructional organization, parent and community involvement, school climate, etc.). *For assistance, refer to [Guiding Questions](#) handout in the [Supporting Documents](#) folder on Bb.*

1. Abstract concepts of government are difficult for students to grasp
2. Student attendance
3. Large class sizes (40 or more students)
4. Integrating ESOL 2 students into comprehensive classes

e. Next Steps

Based on the data analysis and contributing factors, identify the proposed actions (next steps) in the chart below to support targeted subgroups/grade levels. Be sure to include any professional development training that is needed.

Note: Every next step must be supported by the data analysis previously presented in this section. These next steps lay the foundation for the activities to include in Section IIIB and the professional development calendar in Section V.

Section II. Evidence of Need/Progress Report

Next Steps for LSN Government:	Targeted Subgroups/Grade Levels:
Instruction by highly qualified teachers	All Students
Specialized grouping for instruction	ESOL; Intensive SPED; Co-Teach for SPED
Share best practices from school wide I Drive (accessible for all teachers)	All Students
Modify curriculum for instruction	ESOL and SPED
Bi-weekly Government Team meetings	Government teachers; including SPED and LEP
Walk throughs by TC's and Administrators	All Students
Utilize the SchoolMax Parent Portal to inform parents of student progress	All Students
Utilize data to drive instruction	All Students
Based on the above next steps, parents and community stakeholders will have an opportunity to monitor student progress and communicate with teachers on a regular basis. Parents should also see a marked difference in student achievement as a result of the initiatives listed above.	

Section II. Evidence of Need/Progress Report

F. SAT and AP Data Overview

1. Narrative

2009 Data for SAT indicate the mean scores for 210 test takers was 431 on the reading; 412 on the math; and 425 on the writing. In 2008, 234 students tested. The mean scores were 396 on the reading; 390 on the math; and 399 on the writing this represents a 10% decrease in the number of test takers and a 7% increase in the overall scores. In 2009, 251 students enrolled in AP/IB courses and sat for 378 examinations compared to 285 students enrolled in 2008 who sat for 396 examinations. The percentage of students scored a "3" or better is 28 in 2009 compared to 38 in 2008.

2. Analysis of SAT & AP Data

a. List overall strengths

1. Highly qualified, enthusiastic staff
2. Classes meet daily
3. All students are expected to sit for the exams
4. Rate of attendance in AP classes exceeds that of the school population

b. List contributing factors for strengths (i.e., curriculum implementation, staff expertise, instructional organization, parent and community involvement, school climate, etc.). *For assistance, refer to [Guiding Questions](#) handout in the [Supporting Documents](#) folder on Bb.*

c. List overall weaknesses

1. Student lack of skills necessary for success in AP classes

d. List contributing factors for weaknesses (i.e., curriculum implementation, staff expertise, instructional organization, parent and community involvement, school climate, etc.). *For assistance, refer to [Guiding Questions](#) handout in the [Supporting Documents](#) folder on Bb.*

1. Failure to identify students, through other tests, who should be encouraged to take AP classes
2. Eligibility criteria does not match the required skill set

e. Next Steps

Based on the data analysis and contributing factors, identify the proposed actions (next steps) in the chart below to support targeted subgroups/grade levels. Be sure to include any professional development training that is needed.

Note: Every next step must be supported by the data analysis previously presented in this section. These next steps lay the foundation for the activities to include in Section IIIB and the professional development calendar in Section V.

Next Steps for SAT and AP:	Targeted Subgroups/Grade Levels:
Next Steps for SAT & AP Initiatives	Targeted Subgroups
AP Summer Bridge	All Students
Involve parents in the decision making process	
Continue recruitment through assemblies and parental correspondence,	
Increase efforts to identify students who are qualified through test data	
Based on the above next steps, parents and community stakeholders will have an opportunity to encourage students to take the SAT earlier in their High School experience, design SAT	

Parental involvement and awareness are the keys to success in the development of students who are potential candidates for AP and for success on the SAT exam. In the past, we have not made a concerted effort to recruit AP candidates using the various assessments that are available to us. Additionally, the students who entered the AP program were not

Section II. Evidence of Need/Progress Report

properly prepared for the rigor of the classes. The Summer AP Bridge will familiarize the students with the expectations and set them on the path for success in the classroom.

School Climate

1. School Climate: Data Overview & Analysis (attendance, suspension/referral, mediation)

a. Attendance data revealed a two percent increase from 87.1% in 2008 to 89.1 in 2009. The increase represents a need for more effective parent communication which will be addressed through the hiring of a bilingual attendance secretary, the gradual implementation of the Positive Behavior Implementation System and the Milestones Project outlined in the AG plan. Suspension/referral data revealed a 32% decrease in suspensions from 817 in 2008 to 555 in 2009. The decrease occurred as a result of the implementation of an after school detention and an increase in the number of successful peer mediation sessions. Additionally, parent shadowing was encouraged through the PTSA.

b. List overall strengths for attendance and/or suspensions/referrals.

1. Effective use the Peer Mediation Program
2. Working relationship with community police force
3. Area business that support daily attendance
4. Effective PPW team
5. 9th grade Academy
6. Summer Bridge
7. Track withdrawals and transfers weekly

c. List contributing factors for strengths.

1. Peer Mediation Specialist has gained the confidence and trust of the students and parents
2. School Resource Officer clearly communicates the expectations that the school has for its students to the police force that in turn offers support.
3. Area business contact the school when they see students in their establishment during school hours
4. PPW and Administrative teams collaborate to identify the best course of action based on student needs

d. List overall weaknesses for attendance and/or suspensions/referrals.

1. Area business will not deny student services during school hours
2. Lack of consistent parental involvement
3. Transient student population

e. List contributing factors for weaknesses.

1. Area business are not willing to forfeit profit made during the school day
2. Inability to communicate with non English speaking parents

f. Next Steps

Based on the data analysis and contributing factors, identify the proposed actions (next steps) in the chart below to support targeted subgroups/grade levels. Be sure to include any professional development training that is needed.

Next Steps for Attendance and Suspensions:	Targeted Subgroups/Grade Levels:
9 th grade Academy to isolate students, Summer Bridge to empower students who attend,	9 th graders
Training by Peer Mediator in Advisory classes, Diversity Training,	All Students
Random survey of parents and students to identify needs	All Students
Hire bilingual attendance secretary	
Track withdrawals and transfers weekly	

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2. Graduation rate

a. Graduation rate data revealed an 11 percent increase in the graduation rate from 66.72% in 2008 to 77.98 percent in 2009 (made AYP, did not make AYP) in 2009. The AMO Of 85.5% was not met however, we made AYP because of our significant increase from 2008 to 2009.

b. List overall strengths for graduation rate.

1. Counselors monitor students' progress through Senior contracts
2. Counselors meet regularly with students
3. Advisory teachers mentor students and monitor academic and attendance progress

c. List contributing factors for strengths.

1. Counselors meet with seniors to monitor progression as outlined on the Senior Contracts
2. Counselors will visit classrooms to emphasize graduation and attendance requirements.
3. PPW and Guidance Counselor will lead parent and student quarterly attendance assemblies.

d. List overall weaknesses for graduation rate.

1. Transient student population
2. Lack of consistent parental involvement

e. List contributing factors for weaknesses.

1. Students having to work alleviate family hardships
2. Parents work schedules not allowing for full school and parent collaboration.

f. Next Steps

Based on the data analysis and contributing factors, identify the proposed actions (next steps) to support targeted subgroups/grade levels. Be sure to include any professional development training that is needed.

Next Steps for Graduation Rate:	Targeted Subgroups/Grade Levels:
Milestones Project	All students
Targeted monitoring by guidance counselors around attendance, G.P.A, community service and parent contacts	All students

Section II: Evidence of Need/Progress Report

<p>Prince George's County Public Schools</p> <p>Staffing Overview Chart</p> <p>2009-2010</p>

School: Northwestern High School

Date: October 28, 2009

Principal: Jerome Thomas

Number of Teachers As of January 2009	Certified Reading/English/Language Arts Teachers SY 2008-2009	Years of Experience of Teachers SY 2008-2009		*Number of HQ Teachers SY 2008-2009	Projected Need for Certified Teachers SY 2009-2010	
23	NUMBER of Teachers with:		0-5 years	10	23	24
	APC Certification	12	6-10 years	7		
	Standard Certification	11	11-15 years	2		
	TOTAL	23	16+ years	4		
20	NUMBER of Teachers with:		0-5 years	4	20	20
	APC Certification	10	6-10 years	2		
	Standard Certification	7	11-15 years	5		
	TOTAL	17	16+ years	6		
12	NUMBER of Teachers with:		0-5 years	3	12	13
	APC Certification	9	6-10 years	2		
	Standard Certification	4	11-15 years	1		
	TOTAL	13	16+ years	7		
13	NUMBER of Teachers with:		0-5 years	3	13	15
	APC Certification	11	6-10 years	5		
	Standard Certification	2	11-15 years	0		
	TOTAL	13	16+ years	5		
23	NUMBER of Teachers with:		0-5 years	11	23	25
	APC Certification	10	6-10 years	6		
	Standard Certification	12	11-15 years	1		
	TOTAL	22	16+ years	4		

*HQ - Highly Qualified - indicates teacher is assigned in the area of certification.

Revised May 2009

Section III A: Systemic Non-negotiables

DO NOT COPY & PASTE THE SYSTEMIC NON-NEGOTIABLES.

"Systemic Non-Negotiables" should not be replicated in your school-specific activities but used together with Section III B, Activities for Improved Subgroup Performance, to represent the full action plan of school improvement plan activities.

Section III B: Activities for Improved Subgroup Performance
Reading/English Language Arts: English

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source																																																								
<p>Goal: 1 Objective: 1.1 Strategy: 1.1.2 Activity: 1 Students will learn, practice and develop skills to improve SR scores. Activity: 2 Students will be enrolled in a Read 180 class to increase reading skills</p> <p>Activity: 3 Provide professional development in reading/writing strategies across the curriculum for teachers of special education and limited English proficient (LEP) students.</p> <p>Implementation Timeline: August 2009 – June 2010</p>	<p>Why action was selected: Based on 2009 Formative Assessment data and AYP data, all subgroups achieved AYP; however, the Special Education and LEP subgroups have experienced difficulty in the past and warrant continued monitoring and support.</p> <p>School data supporting action: AMO</p> <table border="1" data-bbox="575 602 947 740"> <thead> <tr> <th colspan="4">AMO English 10</th> </tr> <tr> <th>AMO</th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>Target</td> <td>52.2%</td> <td>59%</td> <td>65.8</td> </tr> <tr> <td>School</td> <td>57.6</td> <td>79.0</td> <td>81.5</td> </tr> </tbody> </table> <p style="text-align: center;">English 10</p> <table border="1" data-bbox="575 797 947 1084"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>57.6</td> <td>79.0</td> <td>81.5</td> </tr> <tr> <td>Am Ind</td> <td>--</td> <td>--</td> <td></td> </tr> <tr> <td>Asian</td> <td>63.6</td> <td>81.8</td> <td>85.7</td> </tr> <tr> <td>Afr Am</td> <td>59.4</td> <td>81.6</td> <td>81.4</td> </tr> <tr> <td>White</td> <td>69.2</td> <td>90.9</td> <td>100</td> </tr> <tr> <td>Hispanic</td> <td>53.7</td> <td>73.7</td> <td>79.5</td> </tr> <tr> <td>Sp Ed</td> <td>37.5</td> <td>18.8</td> <td>60.7</td> </tr> <tr> <td>FARM</td> <td>53.4</td> <td>73.6</td> <td>81.6</td> </tr> <tr> <td>LEP</td> <td>26.6</td> <td>61.5</td> <td>75.6</td> </tr> </tbody> </table> <p style="text-align: center;">-- = no students in Description na = too few students for AYP rules</p> <p>Research-based support: Council of Great City Schools. (2001). Beating the odds: performance and achievement gap on state assessments.</p>	AMO English 10				AMO	2007	2008	2009	Target	52.2%	59%	65.8	School	57.6	79.0	81.5		2007	2008	2009	All	57.6	79.0	81.5	Am Ind	--	--		Asian	63.6	81.8	85.7	Afr Am	59.4	81.6	81.4	White	69.2	90.9	100	Hispanic	53.7	73.7	79.5	Sp Ed	37.5	18.8	60.7	FARM	53.4	73.6	81.6	LEP	26.6	61.5	75.6	<p>Subgroups/Grade Levels: Special Education and LEP Ninth and Tenth Grade</p> <p style="text-align: center;">Anticipated Results</p> <p>Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2010 in English 10. At a minimum, a 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> • Low attendance rates • Lack of parent support • Low motivation levels of students • Below grade level reading and writing skills. <p>Professional Development Needs Reading across the curriculum Best Practices Differentiating Instruction</p>	<p>School-based person/department responsible for implementation and monitoring: Stacey Derry, TC</p> <ul style="list-style-type: none"> • Facilitate bi-weekly collaborative planning meetings • Submit minutes from planning meetings • Provide assessment and SRI reports • Arrange for ongoing professional development • Conduct informal walk-throughs <p>Douglass Jones, AP</p> <ul style="list-style-type: none"> • Analyze assessment data, and student grades with S. Derry • Design and monitor action plans • Conduct informal walk-throughs and formal observations <p>Stacey Derry, TC</p> <ul style="list-style-type: none"> • Model correct teaching and planning strategies for new teachers <p>Teachers</p> <ul style="list-style-type: none"> • Attend collaborative planning meetings • Follow pacing of curriculum guide • Modify instruction as needed • Analyze assessment data • Attend ongoing professional development <p>How school system will support the activity:</p> <ul style="list-style-type: none"> • Attract and hire highly qualified teachers • Provide ongoing professional development 	
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Section III B: Activities for Improved Subgroup Performance
Mathematics: Algebra I

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source																																																												
<p>Goal: 1 Objective: 1.1 Strategy: 1.1.3 Activity: 4 Increase number of students who earn satisfactory grades by:</p> <ul style="list-style-type: none"> • Having students enrolled in classes according to grade level (9th, 10th, Repeat) in order to receive additional academic support that is pertinent to the group. • Having students enrolled in the H.S.A. AL reinforcement class with the same students from their Algebra 1 class. <p>Activity: 5 Improve problem-solving skills/strategies by:</p> <ul style="list-style-type: none"> • Participating in flexible groups and small groups in order to promote applied problem solving techniques/strategies. • Utilizing various manipulatives in order to make connections between abstract and concrete concepts. <p>Activity: 6 Student who passed Algebra 1, but failed the Algebra1 HSA will complete a Math Pathways to College Prep course.</p> <p>Implementation Timeline: August 2009 – June 2010</p>	<p>Why action was selected: The actions were selected to:</p> <ul style="list-style-type: none"> • Increase the number of students who obtain passing scores on chapter tests, quarterly assessments and HSA exam. • Improve grades earned on quarterly grade reports. • To assist students in developing writing and problem solving skills that will benefit them in Algebra 1 as well as future math classes. • Measure progress of subgroups and modify instruction as needed. • Promote team teaching <p>School data supporting action: AMO</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">AMO Algebra I</th> </tr> <tr> <th>AMO</th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>Target</td> <td>38.6%</td> <td>69.1%</td> <td>56.1</td> </tr> <tr> <td>School</td> <td>56.2</td> <td>78.1</td> <td>77.2</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Algebra I</th> </tr> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>56.2</td> <td>78.1</td> <td>77.2</td> </tr> <tr> <td>Am Ind</td> <td>--</td> <td>--</td> <td></td> </tr> <tr> <td>Asian</td> <td>55.6</td> <td>90.0</td> <td>90.9</td> </tr> <tr> <td>Afr Am</td> <td>53.5</td> <td>78.2</td> <td>74.5</td> </tr> <tr> <td>White</td> <td>66.7</td> <td>100.0</td> <td>90.9</td> </tr> <tr> <td>Hispanic</td> <td>59.0</td> <td>75.6</td> <td>79.1</td> </tr> <tr> <td>Sp Ed</td> <td>40.0</td> <td>58.8</td> <td>79.0</td> </tr> <tr> <td>FARM</td> <td>56.6</td> <td>73.1</td> <td>75.9</td> </tr> <tr> <td>LEP</td> <td>38.6</td> <td>60.0</td> <td>68.3</td> </tr> </tbody> </table> <p style="text-align: center; font-size: small;">-- = no students in Description na = too few students for AYP rules</p> <p>Research-based support: <i>All About Accountability / Phony Formative Assessments: Buyer Beware!, (W. J. Popham), 2006</i> <i>Seven Practices for Effective Learning, (J. McTighe and K. O'Connor) 2005.</i></p>	AMO Algebra I				AMO	2007	2008	2009	Target	38.6%	69.1%	56.1	School	56.2	78.1	77.2	Algebra I					2007	2008	2009	All	56.2	78.1	77.2	Am Ind	--	--		Asian	55.6	90.0	90.9	Afr Am	53.5	78.2	74.5	White	66.7	100.0	90.9	Hispanic	59.0	75.6	79.1	Sp Ed	40.0	58.8	79.0	FARM	56.6	73.1	75.9	LEP	38.6	60.0	68.3	<p>Subgroups/Grade Levels: African-American, Special Education, and LEP, in ninth and tenth grades.</p> <p style="text-align: center;">Anticipated Results</p> <p>Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2010 in Algebra 1. At a minimum, a 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> • Identification of FARM students • Low student attendance (especially during lunch period) • Large class sizes (30+ students) • Student and teacher turnover rates • Teacher training (classroom management, differentiated instruction) • Cooperative planning between co-teachers • Low teacher (ESOL and Special Education) attendance at Math Department meetings and content specific planning meetings. • Timely and frequent data updates for EduSoft are needed for prompt scoring data analysis of benchmark and chapter exams. Transfer and new entrant students need records updated sooner. Quarterly assessments issued by school system are not aligned to suggested school system pacing guides. Confidence and morale of students and teachers are negatively impacted. <p>Professional Development Needs Reading across the curriculum Best Practices Differentiating Instruction</p>	<p>School-based person/department responsible for implementation and monitoring: Tameka Paschal Math Teacher Coordinator</p> <ul style="list-style-type: none"> • Facilitate bi-weekly planning meetings • Submit minutes from meetings • Provide benchmark and chapter test reports • Arrange for ongoing professional development • Conduct informal walk-throughs <p>Charles Ross, Assistant Principal</p> <ul style="list-style-type: none"> • Analyze assessment data, and student grades with T. Paschal • Design and monitor action plans • Conduct informal walk-throughs and formal observations <p>Teachers</p> <ul style="list-style-type: none"> • Attend planning meetings • Administer quarterly assessments and department-wide chapter exams • Follow pacing of curriculum guide • Modify instruction as needed • Analyze assessment data • Attend ongoing professional development with Graphing Calculator <p>How school system will support the activity:</p> <ul style="list-style-type: none"> • Attract and hire highly qualified teachers • Provide ongoing professional development • Align assessments to suggested school system pacing guides. 	
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Section III B: Activities for Improved Subgroup Performance

Science: Biology

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source																																												
<p>Goal: 1 Objective: 1.1 Strategy: 1.1.4 Activity: 7 Students will learn, practice and develop skills to improve SR scores.</p> <p>Implementation Timeline: August 2009 – June 2010</p>	<p>Why action was selected: Based on HSA Biology data from the 2009 Maryland Report Card, the special education and LEP subgroups performed significantly below the school average. The activity was selected to assist all subgroups with their continued progress.</p> <p>School data supporting action:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="4">Biology</th> </tr> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>51.9</td> <td>73.5</td> <td>73.9</td> </tr> <tr> <td>Am Ind</td> <td>--</td> <td>--</td> <td>--</td> </tr> <tr> <td>Asian</td> <td>68.8</td> <td>84.6</td> <td>93.3</td> </tr> <tr> <td>Afr Am</td> <td>51.6</td> <td>72.9</td> <td>76.2</td> </tr> <tr> <td>White</td> <td>58.8</td> <td>81.8</td> <td>75.0</td> </tr> <tr> <td>Hispanic</td> <td>50.0</td> <td>72.4</td> <td>68.7</td> </tr> <tr> <td>Sp Ed</td> <td>13.5</td> <td>18.8</td> <td>63.2</td> </tr> <tr> <td>FARM</td> <td>49.8</td> <td>68.8</td> <td>73.7</td> </tr> <tr> <td>LEP</td> <td>35.0</td> <td>70.4</td> <td>45.8</td> </tr> </tbody> </table> <p style="font-size: small; margin-left: 20px;">-- = no students in Description na = too few students for AYP rules</p> <p>Research-based support: <i>"Critical Issue: Using Technology to Improve Student Achievement"</i> Margaret Honey, director of the Center for Children and Technology, Katherine McMillan Culp, Assistant Director for research at the Center for Children and Technology, and Robert Spielvogel, Senior Scientist at the Center for Children and Technology. Date posted: 1999; Date updated: 2005</p> <p><i>Seven Practices for Effective Learning,</i> (J. McTighe and K. O'Connor) 2005.</p>	Biology					2007	2008	2009	All	51.9	73.5	73.9	Am Ind	--	--	--	Asian	68.8	84.6	93.3	Afr Am	51.6	72.9	76.2	White	58.8	81.8	75.0	Hispanic	50.0	72.4	68.7	Sp Ed	13.5	18.8	63.2	FARM	49.8	68.8	73.7	LEP	35.0	70.4	45.8	<p>Subgroups/Grade Levels: Special Education and LEP</p> <p style="text-align: center;">Anticipated Results</p> <p>Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2010 in Biology. At a minimum, a 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> • Low attendance rates. • Negative attitude of students not addressed by specific programs. <p>Professional Development Needs Reading across the curriculum Best Practices Differentiating Instruction</p>	<p>School-based person/department responsible for implementation and monitoring: Romanita Harrod Science Teacher Coordinator</p> <ul style="list-style-type: none"> • Facilitate bi-weekly collaborative planning meetings • Submit minutes from planning meetings • Arrange for ongoing professional development • Conduct informal walk-throughs <p>Charles Ross, Assistant Principal</p> <ul style="list-style-type: none"> • Analyze assessment data, and student grades with R. Harrod • Design and monitor action plans • Conduct informal walk-throughs and formal observations <p>Teachers</p> <ul style="list-style-type: none"> • Attend collaborative planning meetings • Follow pacing of curriculum guide • Modify instruction as needed • Analyze assessment data • Attend ongoing professional development <p>How school system will support the activity:</p> <ul style="list-style-type: none"> • Attract and hire highly qualified teachers • Provide ongoing professional development 	
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Section III B: Activities for Improved Subgroup Performance
Social Studies: Local, State and National Government

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source																																												
<p>Goal: 1 Objective: 1.1 Strategy: 1.1.5 Activity: 8 Strict adherence to the scripted, county-wide curriculum Activity: 9 Students will engage in activities from the county-wide curriculum that will help them to be successful on the standardized Unit tests and county generated Assessments.</p> <p>Implementation Timeline: August 2009 – June 2010</p>	<p>Why action was selected: To enhance the educational experience of the students taking LSN Government</p> <p>School data supporting action:</p> <table border="1" data-bbox="569 500 953 818"> <thead> <tr> <th colspan="4">LSN Government</th> </tr> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>68.8</td> <td>89.9</td> <td>90.3</td> </tr> <tr> <td>Am Ind</td> <td>--</td> <td>--</td> <td>--</td> </tr> <tr> <td>Asian</td> <td>83.3</td> <td>100</td> <td>100.0</td> </tr> <tr> <td>Af Am</td> <td>67.8</td> <td>86.5</td> <td>88.8</td> </tr> <tr> <td>White</td> <td>81.3</td> <td>100</td> <td>100.0</td> </tr> <tr> <td>Hispanic</td> <td>68.3</td> <td>90.09</td> <td>90.6</td> </tr> <tr> <td>Sp Ed</td> <td>34.2</td> <td>75.0</td> <td>89.5</td> </tr> <tr> <td>FARM</td> <td>69.7</td> <td>88.2</td> <td>89.2</td> </tr> <tr> <td>LEP</td> <td>36.5</td> <td>85.7</td> <td>75.0</td> </tr> </tbody> </table> <p>-- = no students in Description na = too few students for AYP rules</p> <p>Research-based support: <i>"Critical Issue: Using Technology to Improve Student Achievement"</i> Margaret Honey, director of the Center for Children and Technology, Katherine McMillan Culp, assistant director for research at the Center for Children and Technology, and Robert Spielvogel, senior scientist at the Center for Children and Technology. Date posted: 1999; Date updated: 2005</p>	LSN Government					2007	2008	2009	All	68.8	89.9	90.3	Am Ind	--	--	--	Asian	83.3	100	100.0	Af Am	67.8	86.5	88.8	White	81.3	100	100.0	Hispanic	68.3	90.09	90.6	Sp Ed	34.2	75.0	89.5	FARM	69.7	88.2	89.2	LEP	36.5	85.7	75.0	<p>Subgroups/Grade Levels: Special Education and LEP</p> <p>Anticipated Results Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2010 in L/S/N Government.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> • Low student attendance • Lack of parental participation • Absence of mandatory attendance for after school tutoring. <p>Professional Development Needs Reading across the curriculum Best Practices Differentiating Instruction</p>	<p>School-based person/department responsible for implementation and monitoring: Florence Hendershot, Social Studies Teacher Coordinator</p> <ul style="list-style-type: none"> • Facilitate bi-weekly collaborative planning meetings • Submit minutes from planning meetings • Arrange for ongoing professional development • Conduct informal walk-throughs <p>Patricia Cox, Assistant Principal</p> <ul style="list-style-type: none"> • Analyze assessment data, and student grades with F. Hendershot • Design and monitor action plans • Conduct informal walk-throughs and formal observations <p>Teachers</p> <ul style="list-style-type: none"> • Attend collaborative planning meetings • Follow pacing of curriculum guide • Modify instruction as needed • Analyze assessment data • Attend ongoing professional development <p>How school system will support the activity:</p> <ul style="list-style-type: none"> • Attract and hire highly qualified teachers • Provide ongoing professional development • Fund after school tutoring programs • Mandate attendance in after-school programs 	
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**Section III B: Activities for Improved Subgroup Performance
Parental Involvement**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal: 7 Objective: 7.1 Strategy: 7.1.1 Activity: 10 Increase parental involvement in the PTSA through a sustained membership drive and ongoing and continuous parent communications (Open Houses, parent newsletter, circulation of Paw Print to community, website announcements, electronic message board, telephone calls, emails, and period informational letters).</p> <p>Activity: 11 Student will engage is a school-wide advisory program to establish connections between advisory teachers and parents and provide increased support assistance to all students in order to enable them to excel academically.</p> <p>Implementation Timeline: August 2009 – June 2010</p>	<p>Why action was selected:</p> <p>Although Back-to-School Night in September generally attracts about 500 participants, PTSA meetings are not well attended. However, there has been an improvement in attendance since the meeting days changed to Saturdays.</p> <p>School data supporting action: <i>Data needed (Sign-in sheets, PTSA registration, parent conference day attendees)</i></p> <p>Research-based support: Educators for Social Responsibility: <i>Partners in Learning: Designing and Implementing an Effective Advisory Program</i> www.esrnational.org/hs/reform/hsadvisory.htm</p>	<p>Subgroups/Grade Levels:</p> <p>All ESEA subgroups</p> <p style="text-align: center;">Anticipated Results</p> <p>Expected measurable goals: Between August 2009 and June 2010, parent involvement and participation will increase by a minimum of 25%.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> • Need for greater participation of parents at parent conferences • Lack of participation at PTSA meetings, and other parent forums • Need for greater support from parents to encourage student attendance, timeliness 	<p>School-based person/department responsible for implementation and monitoring:</p> <p>Jerome Thomas, Principal Blanca Ellis, Parent Liaison Irvin Moore, President of PTSA Ethel Levine and Arnold Kaplan, Pupil Personnel Workers</p> <p>How school system will support the activity: Funding for Parent Liaison position Funding for Pupil Personnel Worker position</p> <p>Professional Development Needs Foreign Language classes for staff</p>	

*Please identify the lead person responsible for implementation of the activity with an asterisk.

**Section III B: Activities for Improved Subgroup Performance
Retention of Highly Qualified Teachers**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source																				
<p>Goal: 3 Objective: 3.12 Strategy: 3.2.3 Activity: 12 Attend all system-wide career fairs in order to recruit, hire, train and assign well-qualified staff for teaching positions in collaboration with the County recruitment plan. Activity: 13 New and non-tenured teachers will be paired with mentor teachers to provide support and assistance through the New Teacher Mentoring program/ Job Alike Mentoring. Through our partnership with the University of Maryland; recruit and train - Master Cert and undergrad students Activity: 14 Ongoing staff development opportunities will be offered to provide teachers with the support, encouragement, and strategies to develop their craft.</p> <p>Implementation Timeline: August 2009 – May 2010</p>	<p>Why action was selected: Highly qualified teachers are better prepared to instruct students.</p> <p>We want to ensure that our highly qualified teachers are kept abreast of any and all new initiatives.</p> <p>School data supporting action:</p> <table border="1" data-bbox="600 527 926 672"> <thead> <tr> <th></th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>APC</td> <td>45.8</td> <td>51.6</td> <td>58.1</td> </tr> <tr> <td>SPC</td> <td>22.4</td> <td>20.2</td> <td>26.5</td> </tr> <tr> <td>RT</td> <td>0.9</td> <td>3.2</td> <td>3.4</td> </tr> <tr> <td>COND</td> <td>18.7</td> <td>8.1</td> <td>5.1</td> </tr> </tbody> </table> <p>Research-based support:</p> <p><i>Conscious Classroom Management.</i> Rick Smith (2004).</p> <p><i>Breaking Ranks II: Strategies for Leading High School Reform (NASSP)</i></p>		2007	2008	2009	APC	45.8	51.6	58.1	SPC	22.4	20.2	26.5	RT	0.9	3.2	3.4	COND	18.7	8.1	5.1	<p>Subgroups/Grade Levels: All ESEA subgroups</p> <p>Anticipated Results Expected measurable goals: All students in the aggregate will meet MSDE intermediate goals for 2010 in reading and mathematics. At a minimum 10% decrease in the number of students scoring below proficient will be attained.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> • Colleges and universities are not graduating an adequate number of teacher candidates to cover the need. • Low salaries • Lack of incentives <p>Professional Development Needs Classroom Management Reading across the curriculum Best Practices Differentiating Instruction</p>	<p>School-based person/department responsible for implementation and monitoring: Jerome Thomas, Principal</p> <ul style="list-style-type: none"> • Recruit, hire highly qualified teachers <p>Anthony Scott , Assistant Principal Antoinette Sampson, Mentor Teacher Coordinator</p> <ul style="list-style-type: none"> • Facilitate monthly collaborative meetings • Submit minutes from planning meetings • Arrange for ongoing professional development • Monitor interactions between mentors and new teachers <p>Mentor Teachers</p> <ul style="list-style-type: none"> • Model best practices for new teachers • Perform unofficial observations <p>List specific responsibilities.</p> <p>How school system will support the activity:</p> <ul style="list-style-type: none"> • Local and National Job fairs • New Teacher Fellowship Project (Resident Teacher Program) • Job-Alike Mentor Program 	
	2007	2008	2009																					
APC	45.8	51.6	58.1																					
SPC	22.4	20.2	26.5																					
RT	0.9	3.2	3.4																					
COND	18.7	8.1	5.1																					

*Please identify the lead person responsible for implementation of the activity with an asterisk.

Section III B: Activities for Improved Subgroup Performance Graduation

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source												
<p>Goal: Improve Graduation Rate Objective: Increase graduation rate to meet or exceed AMO Strategy:</p> <p>Activity 15: An Advisory Committee consisting of the professional counselors, administrators, scheduler, testing coordinator, and pupil personnel worker will establish the Milestone Project for grades 9-12 (with special emphasis on identified 11th and 12th graders who have not attained the composite score of 1602 on the High School Assessment-HSA). The purpose of this project is to create a climate where students and staff are fully aware of the graduation requirements and each grade level's progress toward attaining them.</p> <p>Implementation Timeline: The Milestone Project will occur quarterly throughout the year. (February 2009-June 2011)</p>	<p>Why action was selected: During school year 2007- 2008, Northwestern High School failed to meet the required target for AYP, and in 2009 2010</p> <p>Include other supporting data below as appropriate.</p> <table border="1" data-bbox="577 527 945 609"> <thead> <tr> <th>AMO</th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>Target</td> <td>83.24</td> <td>85.5</td> <td>85.5</td> </tr> <tr> <td>School</td> <td>77.98</td> <td>66.72</td> <td>75.63</td> </tr> </tbody> </table> <p>Scientifically-based research: <i>IFL – Self Management of Learning</i></p>	AMO	2007	2008	2009	Target	83.24	85.5	85.5	School	77.98	66.72	75.63	<p>Subgroups/Grade Levels:</p> <ul style="list-style-type: none"> ▪ All ESEA subgroups ▪ Target special education and LEP students <p style="text-align: center;">Anticipated Results</p> <p>Expected measurable goals:</p> <p>To meet the 85.5% AMO for graduation for the school year 2009 – 2010.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> ▪ Sensitivity to/knowledge of challenges in working with urban populations ▪ Maintaining the integrity of enrollment for Northwestern High School (mass exodus of students based on school status in school improvement) ▪ Maintaining the integrity of the climate and cultural changes that have occurred between the school and the community 	<p>School-based person/department responsible for implementation and monitoring: <u>Lead:</u> Jerome Thomas(principal) and Yvette Wright (professional guidance counselor)</p> <p>List specific responsibilities. Assistant Principals and Guidance Counselors will monitor daily attendance for their grade levels.</p> <p>Pupil Personnel Worker will collaborate and strategize with Administration and Guidance to identify at-risk non attending students</p> <p>Milestone data, including grade level attendance, grade point averages, and honor roll students, HSA proficiency, community service hours attainment, and credits earned, will be calculated quarterly using Performance Matters, Edusoft, and SchoolMax Student Information System Programs. Pre-graduation discussions, dissemination of information on Academic Validation Program/Content Enrichment Program (AVP/CEP) opportunities, and analysis of this data will take place at least weekly during the advisory periods using the Academic Planning Guide which informs individuals of their progress toward graduation</p>	<p>Goal: Improve Graduation Rate Objective: Increase graduation rate to meet or exceed AMO Strategy: An Advisory Committee consisting of the professional counselors, administrators, scheduler, testing coordinator, and pupil personnel worker will establish the Milestone Project for grades 9-12 (with special emphasis on identified 11th and 12th graders who have not attained the composite score of 1602 on the High School Assessment-HSA). The purpose of this project is to create a climate where students and staff are fully aware of the graduation requirements and each grade level's progress toward attaining them.</p> <p>Implementation</p>
AMO	2007	2008	2009													
Target	83.24	85.5	85.5													
School	77.98	66.72	75.63													

**Section III B: Activities for Improved Subgroup Performance
Graduation**

			<p>milestone acquisition. The effectiveness of this action step will be evidenced by student essays, posters, GPAs, attendance data, community service reports, unit assessment results, HSA data, and school climate data.</p> <p>How school system will support the activity: The LEA will provide the following support to the school:</p> <ul style="list-style-type: none"> ▪ Funding will be allocated to the school to hire a bilingual attendance monitor. ▪ Allocations will also fund a three day summer institute for staff and support an extended learning tutoring program. ▪ Funding will also support a ninth grade summer orientation program that will provide an opportunity for incoming students to transition from middle to high school. ▪ Targeted assistance will be provided with data inquiry, monitoring student achievement and subgroup performance. ▪ Community/parent education forums will be facilitated by the HSC quarterly. <p>Support will be provided by the HSC and DSIA representatives in monitoring this activity</p>	<p>Timeline: The Milestone Project will occur quarterly throughout the year. (February 2009-June 2011)</p>
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*Please identify the lead person responsible for implementation of the activity with an asterisk.

Section III B: Activities for Improved Subgroup Performance Graduation

<p>Goal: 100 percent matriculation from 9th to 10th grade</p> <p>Objective: To encourage student self management of learning</p> <p>Strategy:</p> <p>Activity #16: Ninth graders will be isolated in one wing of the school to promote successful transition from Middle School to High School. Ninth graders will be engaged in activities through Advisories and in the classrooms that promote the acquisition of the four credits required for promotion to 10th grade. The following Ninth Grade Academy Programs will support student achievement:</p> <ul style="list-style-type: none"> ▪ Homework Center and Tutoring Program ▪ Milestones Project (will encourage self- management of learning) ▪ Adopt-a-Freshman (encourage students to make a positive connection with an adult in the building who will set clear expectations, encourage self management of learning and offer support in other areas of concern <p>Implementation Timeline:</p> <p>Ongoing quarterly</p>	<p>Why action was selected: To reduce the number of ninth grade repeaters and significantly lower the drop out rate which assist in increasing the graduation rate.</p> <p>Include other supporting data below as appropriate.</p> <table border="1" data-bbox="504 389 871 470"> <thead> <tr> <th>AMO</th> <th>2007</th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>Target</td> <td>83.24</td> <td>85.5</td> <td>85.5</td> </tr> <tr> <td>School</td> <td>77.98</td> <td>66.72</td> <td>75.63</td> </tr> </tbody> </table> <p>Scientifically-based research: <i>“Isolating 9th graders: Separate schools ease the academic and social transition for high school-bound students” – Jennifer Newton Reents</i> <i>“High School Reform Strategies” A Summary of Research and Implications</i></p>	AMO	2007	2008	2009	Target	83.24	85.5	85.5	School	77.98	66.72	75.63	<p>Subgroups/Grade Levels: 9th graders</p> <p style="text-align: center;">Anticipated Results</p> <p>Expected measurable goals: Decrease of the number of students who receive D’s and E’s on quarterly progress reports and report card Increase ADA</p> <p>Decrease ninth grade suspensions</p> <p>Increase parental involvement</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> ○ Student ability to adjust to the following: ○ Larger, impersonal environment ○ Independence ○ Making academic and extracurricular choices ○ Teacher and student diversity ○ Time management requirement 	<p>School-based person/department responsible for implementation and monitoring: List specific responsibilities. Principal Grade level AP’s Guidance Teachers</p> <p>How school system will support the activity:</p> <ul style="list-style-type: none"> ○ Ongoing PD ○ Framework for Teaching ○ DL ○ Climate Surveys 	
AMO	2007	2008	2009													
Target	83.24	85.5	85.5													
School	77.98	66.72	75.63													

**Section III B: Activities for Improved Subgroup Performance
Student Attendance**

Activity	Justification	Specific Targeted Population	Person(s) Responsible	Budget/ Funding Source
<p>Goal: Student Attendance Objective: To increase ADA Strategy: Activity #17: In order to increase student attendance, a bilingual attendance monitor will be hired to work with the guidance department, parent liaison, and the pupil personnel worker (PPW) to assist an attendance team.</p> <p>Implementation Timeline:</p> <ul style="list-style-type: none"> This action will occur daily as attendance and other relevant data become available. (August 2009-June 2011) 	<p>Why action was selected: Attendance contributes to HSA scores, the dropout rate and graduation rate</p> <p>Include other supporting data below as appropriate. Did not make AYP for graduation rate Data provided by the PPW showed that students with low attendance scored poorly on the HSA (performance matter data)</p> <p>Scientifically-based research: PBIS <i>"Absence from School: A Study of its Causes and Effects in Seven LEA's"</i> Department for Children, Schools and Families</p>	<p>Subgroups/Grade Levels:</p> <ul style="list-style-type: none"> HSA Graduation Subgroups: All ESEA subgroups <p>Target special education and LEP students</p> <p>Anticipated Results</p> <p>Expected measurable goals: The effectiveness of this activity will be documented by school climate data pertaining to attendance, withdrawals, academic referrals, discipline referrals, suspensions, expulsions, and GPAs</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> Sensitivity to/knowledge of challenges in working with urban populations Maintaining the integrity of enrollment for Northwestern High School (mass exodus of students based on school status in school improvement) Maintaining the integrity of the climate and cultural changes that have occurred between the school and the community 	<p>School-based person/department responsible for implementation and monitoring: Lead: Jerome Thomas(principal), PPW, Angeline Downing (Attendance Secretary), Yvette Wright (Professional Guidance Counselor), Bi-lingual Attendance Officer, SRO List specific responsibilities. The attendance monitor will assist in implementing a system of daily/weekly attendance monitoring and disseminating information to classroom teachers. The attendance team and administration will establish a communication protocol and timetable to relay weekly updated student information to the staff regarding excessive absences, schedule changes, suspensions, withdrawals, and expulsions. . How school system will support the activity: The LEA will provide the following support to the school:</p> <ul style="list-style-type: none"> Funding will be allocated to the school to hire a bilingual attendance monitor. Targeted assistance will be provided with data inquiry, monitoring student achievement and subgroup performance. Community/parent education forums will be facilitated by the HSC quarterly. 	

*Please identify the lead person responsible for implementation of the activity with an asterisk.

**Section III B: Activities for Improved Subgroup Performance
School Climate**

Activity #3	Justification	Specific Targeted Population	Person(s) Responsible	Budget / Funding Source						
<p>Goal: Decrease the number of suspensions Objective: To train teachers to manage student behavior by setting clear expectations for students Strategy:</p> <p>Activity #18: Provide professional development in classroom management with an outside consultant to provide all staff with best practices for classroom management and creating an environment conducive to learning. Teachers will develop a school-wide discipline plan that aligns to the Prince George's County Public Schools' Code of Conduct and PBIS. Staff will also develop a handbook which will include policies and procedures for discipline and include staff and student accountability measures.</p> <p>Implementation Timeline:</p> <ul style="list-style-type: none"> ▪ Teacher training took place during a one-day workshop entitled, "The Conscious Classroom". ▪ Follow-up to the training will take place during embedded Professional Development and at staff meetings. (August 2009-June 2011) <p>Updates will be shared throughout the year at weekly staff meetings and leadership council meetings (August 2009- June 2011)</p>	<p>Why action was selected: To decrease suspensions in order to increase student instructional time.</p> <p>Include other supporting data below as appropriate.</p> <table border="1" data-bbox="510 500 869 558"> <thead> <tr> <th></th> <th>2008</th> <th>2009</th> </tr> </thead> <tbody> <tr> <td>Suspensions</td> <td>817</td> <td>555</td> </tr> </tbody> </table> <p>Scientifically-based research: PBIS <u>Conscious Classroom Management</u> – Rick Smith</p>		2008	2009	Suspensions	817	555	<p>Subgroups/Grade Levels:</p> <ul style="list-style-type: none"> ▪ All ESEA subgroups <p>Target special education and LEP students</p> <p align="center">Anticipated Results</p> <p>Expected measurable goals: We expect a monthly decrease of student suspensions as compared to 2009 data.</p> <p>Problems to be addressed to attain results:</p> <ul style="list-style-type: none"> ▪ Sensitivity to/knowledge of challenges in working with urban populations ▪ Maintaining the integrity of enrollment for Northwestern High School (mass exodus of students based on school status in school improvement) ▪ Maintaining the integrity of the climate and cultural changes that have occurred between the school and the community 	<p>School-based person/department responsible for implementation and monitoring: Thomas(principal) and Grade level administrators</p> <p>List specific responsibilities.</p> <p><i>Regular updates will be shared by the principal and grade level administrators and with the staff regarding the progress of the disciplinary plan during monthly staff meetings and leadership council meetings. Expectations for students will be presented in grade level assemblies and closed-circuit TV. School climate data, staff and leadership council meeting minutes, and in-house referral data will document the effectiveness of this activity.</i></p> <p>How school system will support the activity:</p> <ul style="list-style-type: none"> o Educate the general public on the school system Code of Conduct 	
	2008	2009								
Suspensions	817	555								

Section IV B: Quarterly Monitoring Tool

School: Northwestern High School Region: HSC

A. Management System

List the members of the School Planning and Management Team (SPMT) by title and/or positions. **At least one member must be a parent.**

1. Jerome Thomas, Principal
2. Charles Ross, Assistant Principal
3. Regena Williams, Assistant Principal
4. Douglass Jones, Assistant Principal
5. Anthony Scott, Assistant Principal
6. Patricia Cox, Assistant Principal
7. Antoinette Sampson, Instructional Coordinator
8. Allison Amann, Testing Coordinator
9. Brian Evans, Technical Education Chair
10. Mykia Olive, Ninth Grade Advisory Chair
11. Barbara Cook, ESOL Chair
12. Ken Haines, PGCEA Rep
13. Roxane France-Woods, Art Chair
14. Meredith Mason, Health Chair
15. Teri Dendy, Athletic Director
16. Irvine Moore (Parent/PTSA President)
17. Kevin Brown, Vice Chair, Academy of Finance (Business Partner)
18. Stacey Derry, English TC
19. Tameka Paschal, Math TC
20. Florence Hendershot, Social Studies TC
21. Romanita Harrod, Science TC
22. Roberta Leopold, Scheduler
23. Student Representative
24. Ethel Levine, Pupil Personnel Worker
25. Arnold Kaplan, Pupil Personnel Worker
26. Laura Zweig, PGCEA Rep/SGA Sponsor
27. Darla Heinz, PGCEA Rep
28. Joanna Gantt, Foreign Language Chair
29. Kay Varnado, Media Specialist
30. William Shulman, Social Studies Teacher

The SPMT will manage and monitor the implementation of the SIP throughout the year by

Teachers are invited to participate as members of the SPMT. Additionally, Teacher Coordinators and Department Chairs, who are members of the SPMT, are charged with the responsibility of acting as vehicles through which the teachers' voices are heard. TC's and DC's bring their constituents' ideas, comments and concerns to the SPMT; therefore the voices of all are heard. Implementation will be managed and monitored through the SPMT sub committees who will report to the Instructional Coordinator and Principal who will in turn relay information to the SPMT and the general staff.

SPMT subcommittees convene to discuss various issues addressing student performance and participation. The established subcommittees are

1. PBIS
2. Attendance
3. HSA Core Subjects/ Data Usage
4. Advisory
5. Milestones Project
6. Academic Intervention
7. AG
8. Middle States
9. School Climate
- 10.

Monthly meetings throughout the school year will occur on the following dates: *(List the specific date for each month. Be sure to include this information in the executive summary.)*

Section IV B: Quarterly Monitoring Tool

August		January	4
September	25	February	2
October	6	March	2
November	3	April	8
December	1	May	4
		June	1, 11

The SPMT will review, complete, and upload the quarterly monitoring tool to the School Improvement e-org Blackboard site on the following dates.

1st Quarter: 6 2nd Quarter: 3rd Quarter: 4th Quarter:

List the methods for sharing internal information with all stakeholders.

1. Email
2. Meetings
3. Letters via post
4. Telephone calls
5. Electronic Reader Board
6. Flyers and Posters

List the means by which parents and community members will receive information discussed during SPMT meetings.

1. School website
2. Letters sent home through students
3. Announcements via post

List the procedures the principal and SPMT will use to ensure that all assessed content standards are taught prior to scheduled state examinations.

1. Principal and Assistant Principal's will conduct formal and informal observations to ascertain the content areas that are being taught.
2. Teacher Coordinators will discuss with teachers, their responsibility as it pertains to the content standards taught in the classroom.
3. Teacher Coordinators will conduct informal observations, review lesson plans and provide Professional Development during department meetings to ensure compliance.

Identify the title or position of the person responsible for maintaining the school's accountability portfolios below:

Antoinette Sampson, Instructional Coordinator

Section IV C: Chain of Command

Insert Chain of Command: Attachment A1, Question 2

Section V: Professional Development Calendar

Goal 3: All employees will be highly qualified, highly skilled, and effective.

Professional Development Activity List the targeted subgroup(s) supported by the activity.	Start Date and End Date	Evidence of Successful Implementation	Person(s) Responsible	Audience	Follow-up Activity and Date or Timeline
Targeted subgroup: <i>All ESEA subgroups</i> <ul style="list-style-type: none"> • In-house New Teacher Mentoring Program • Job-Alike Mentoring Program • University of Maryland Intern Training • "The Conscious Classroom" Rick Smith 	August 2009- June 2010	Retention of new teachers and interns; reduction of disruptions to learning environment; appropriate management of students and instructional time	Instructional Coordinator Mentors New Teachers Interns Contracted Services – Rick Smith	Teachers and Interns new to teaching and/or new to the school Mentor Teachers	Monthly meetings August 2009- June 2010
Targeted subgroup: <i>Foreign Language</i> <ul style="list-style-type: none"> • Demonstration of new clickers • Use of Blackboard • Art in Foreign Language • Idiomatic expressions in Spanish 	August 2009- June 2010	Successful implementation of online Blackboard tests, increased parent awareness and communication	Foreign Language Chair	Foreign Language Teachers	Monthly meetings August 2009- June 2010
Targeted subgroup: <i>Special Ed</i> <ul style="list-style-type: none"> • Special Education procedures; accommodations/modifications • Overview of Co-Teaching Models • Collaborative Planning for Co-Teaching Teams 	August 2009- June 2010	Formal and Informal observations of special education classes including co-teaching classes	Principal Assistant Principals Special Ed Chair Teacher Coordinators	All teachers (Special Education teachers/co-teachers of HSA classes)	Monthly co-teaching collaborative planning opportunities. Formal/Informal Observations August 2009- June 2010
Targeted subgroup: <i>All ESEA subgroups</i> <ul style="list-style-type: none"> • Attendance procedures • SchoolMAX • Blackboard • Reading Strategies across curriculum 	August 2009- June 2010	Accurate and timely completion of daily attendance, grades; Formal/Informal Observations	Principal Assistant Principals Attendance Secretary Instructional Coordinator All Personnel	All Personnel	Monthly Progress Reports Progress and Quarter Reports August 2009- June 2010
Targeted subgroup: <i>All ESEA subgroups</i> <ul style="list-style-type: none"> • Google Mail • Communication and Record Maintenance 	August 2009- June 2010	Timely responses to action items, increased parent communication and involvement	Principal Assistant Principals Attendance Secretary Instructional Coordinator All Personnel	All Personnel	Training as needed throughout the year August 2009- June 2010
Targeted subgroup: <i>All ESEA subgroups</i> <ul style="list-style-type: none"> • Advisory Overview/Training • HSA overview • Collaborative Planning for HSAs 	August 2009- June 2010	Improvement in scores, grades, attendance	Principal Assistant Principals Instructional Coordinator	All personnel	Minutes Informal/Formal Observations Progress and Quarter Reports Benchmarks August 2009- June 2010
Targeted subgroup: <i>All ESEA subgroups</i> <ul style="list-style-type: none"> - Formal/informal observations - Classroom management - Technology in Classrooms - Performance Matters 	August 2009- June 2010	Evidence of application of Instructional Strategies; Improvement in Formative Assessment and benchmark scores; Use of data to guide instruction	Principal Assistant Principals Testing Coordinator Instructional Coordinator Teacher Coordinators	All teachers First and second year teachers HSA teachers	Informal/Formal Observations Progress and Quarter Reports August 2009- June 2010

Section V: Professional Development Calendar

Targeted subgroup: <i>All ESEA subgroups</i> - Online Resources - Graphing Calculator Usage - Electronic Grading of Chapter Exams and Benchmarks - IFL and DL Training	August 2009- June 2010	Usage reports: Online data; Classroom instruction using calculators	Math Dept Chair	Teachers of Math courses (mainstream, ESOL, multi- level, transition, and intensive special education)	Monthly professional development workshops Formal/Informal Observations August 2009- June 2010
Targeted subgroup: All ESEA subgroups - co-planning meetings - tech training - Collaborative lesson planning - Write a Book Contest - IFL and DL Training	August 2009- June 2010	Formative Assessment scores	English Dept Chair	English Teachers 10 th grade English Teachers	monthly meetings

Section VI. FY 2010 BUDGET PLAN WORKSHEET

Budget Line Item Number	Strategic Plan Goal	SIP Page Number	Description	SOR	Schools In Improvement	Title I	Other
			PT Support/Instructional Hourly Wages				
			PT Instructional Salaries/Subs. and Workshops				
			Classroom Teacher and/or Support Position(s)				
			Rental of Charter Buses (Not School System)				
			Outside Printing				
			In-House Printing				
			Transportation (School Activity – Yellow Bus Only)				
			Textbooks				
			Library Books				
			Classroom Teacher Supplies				
			Awards & Recognition				
			Staff Development Supplies				
			Food and Food Products (No Catering)				
			Registration Fees				
			Local/Non-Local Travel				
			Travel (Lodging) Non-Local				
			Travel (Meals) Non-Local				
			Registration Fees				
			Dues, Subscriptions				
			Field Trip Expenses – Admissions				
			Instructional Computers				
			Educational Communication Equipment				

Section VII. School Improvement Team Signature Roster

Plan approved by Executive Director:

Section VIII. Attachments

Below please find the following Attachments from the AG Plan:

- A. Attachment A1
- B. Attachment B, School Profile
- C. Attachment C, Teacher Capacity Needs Assessment

Attachment A1

OPTION 1: Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate progress.

1. Describe the process used to replace all or most of the school staff, including:
 - a. **Identification of the percentage or portion of staff that will be replaced**

For the SY10, we will zero base all of the special education teachers at Northwestern High School. All special education teachers hired will be classified as highly qualified (HQ).
 - b. **Identification of the qualifications needed in new staff members in order to support the school's ability to make AYP.**

The coordinating supervisor of human resources, will facilitate the process, i.e. recruit, screen, schedule and interview candidates who fulfill the qualifications of highly qualified teachers. Northwestern High School will receive priority staffing status in order to ensure highly qualified teachers are selected for special education.
 - c. **Recruitment of new staff**

In order to prepare for the placement of highly qualified teachers for schools designated in restructuring, an instructional staffing timeline has been created in accordance with the negotiated agreement and human resources procedures. All special education teachers who do not obtain the designation of highly qualified by June 30, 2009 in alternative governance schools will have the opportunity (pending a satisfactory evaluation) to transfer to another school. The reassignments will occur within the same period class schedules are developed to ensure that the school system adheres to certification and highly qualified designation requirements. The system is committed to meeting highly qualified requirements in all Title I schools and schools in corrective action and restructuring.
 - d. **Involvement of parents and community**

The school will engage parents and community stakeholders in monthly forums, PTSA meetings, and in the school improvement process. Parents will be kept informed via the school's website, monthly newsletters and the school communication system. Northwestern will faithfully replicate the school system's model for planning and management through the School Planning and Management Team (SPMT) and its subcommittees.
 - e. **Resolution of collective bargaining agreements and contractual issues**

The staff replacements will adhere to collective bargaining agreements as outlined by Prince George's County Educators' Association and the Association of Supervisory and Administrative School Personnel. All non-highly qualified staff will be reassigned.
 - f. **Public relations surrounding students, staff, administration, parents and community**

All stakeholders were an integral part of the process through opportunities to participate in various meetings (faculty, school improvement team, grade level, PTSA, parent forums, community meetings). The parent liaison and pupil personnel worker will continue to facilitate opportunities for stakeholder involvement.
 - g. **Timelines that will ensure all staff will be in place prior to the opening of the 2009-2010 school years**

The Department of Human Resources is aware of the alternative governance option and has identified Northwestern High School as a priority school for 2009-2010.
2. Describe the criteria the LEA will use to evaluate the principal's performance to determine the effectiveness of the alternative governance model. Principals will be monitored quarterly using the School-Based Administrator Appraisal Form. A minimum of one formal observation will be completed for the principal before the end of the school year. The Growth Over Time Model will be used to monitor student achievement gains which incorporates High School Assessment data.

Section VIII. Attachments

School Academic Profile			
	Topic	2008-2009 - Identify Current Practices by Grade Level	Identify Proposed Two-Year Practices by Grade Level
1.	Name of core reading program:	<p>Practice/s:</p> <ul style="list-style-type: none"> ▪ Core text: <u>Language of Literature</u> ▪ Prince George's County Public Schools' Curriculum Frameworks Progress Guides (CFPG) aligned to the VSC in English classes ▪ Provide opportunities to practice reading/writing strategies for special education students ▪ Flexible grouping ▪ Collaborative planning for all HSA teachers ▪ Libraries in all classes ▪ SAT vocabulary reinforcement <p>Grade level/s: 9th – 12th</p> <p># of Students Served: 2,000 (inclusive of night school and summer school students)</p>	<p>Practice/s:</p> <ul style="list-style-type: none"> ▪ Enhance PD opportunities provided by instructional coaches in reading/writing best practices and differentiation ▪ Provide PD on differentiated instruction to classroom teachers (inclusive of special educators and LEP teachers). Ongoing training provided by instructional coaches ▪ Increase number of instructional coaches to work with students and train teachers ▪ Purchase additional books enhancing classroom libraries for LEP students ▪ Expand incorporation of SAT vocabulary in all classes across disciplines ▪ Expand PD training to include language acquisition methodologies for LEP teachers ▪ Expand PD on co-teaching models for regular and special educators ▪ Include 3-day summer institute for teachers to receive PD in reading strategies across the curriculum, development of school-wide disciplinary plan, development of staff handbook and special education reading/ writing strategies <p>Grade Level/s: 9th – 12th</p> <p># of Students Served: 2,000 (inclusive of night school and summer school students)</p>
2.	Name of supplemental reading interventions provided to students not making AYP.	<p>Practice/s:</p> <ul style="list-style-type: none"> ▪ Read 180 and the Academy of Reading programs for students reading below grade level, grade 9 ▪ Instructional English coaches to provide classroom support ▪ Interactive readers, grades 9-10 ▪ Audio CDs for special education students ▪ Scaffolding of lessons <p>Grade Level/s: 9th – 12th</p> <p># of Students Served: 71 Read 180 and Academy of Reading students; 1,000 students for all other initiatives (exclusive of Read 180 and Academy of Reading)</p>	<p>Practice/s:</p> <ul style="list-style-type: none"> ▪ Expand training for teachers in grades 10 and 11 in Read 180 and the Academy of Reading programs to provide a support program for students who participated in Read 180 as 9th graders and to increase the number of students receiving services ▪ Expand PD on reading strategies across the curriculum (including AVP and CEP 12th grade teachers). This will be provided during the school day by the instructional coaches. ▪ Increase practice of classroom groupings of students (flexible groupings) ▪ Increase opportunities for collaborative planning ▪ Provide training to teachers modifying instructional strategies in the delivery of the curriculum to special education and LEP students and in utilizing instructional technology ▪ Differentiate PD to educators working with special education and limited English proficient (LEP) subgroups in order meet the students' unique needs <p>Grade Level/s: 9th - 11th grade teachers participating in Read 180 and Academy of Reading training; 9th – 12th grade teachers receiving PD by instructional coach</p> <p># of Students Served: 140 Read 180 and Academy of Reading students; 200 AVP and CEP students; 120 special education students; 1,000 students for all other initiatives</p>

Section VIII. Attachments

School Academic Profile			
	Topic	2008-2009 - Identify Current Practices by Grade Level	Identify Proposed Two-Year Practices by Grade Level
3.	Name of core mathematics program:	<p>Practice/s:</p> <ul style="list-style-type: none"> ▪ Flexible grouping occurring (in some classrooms) ▪ Core text: Prentice Hall Mathematics – Algebra I ▪ Prince George’s County Public Schools’ CFPG aligned to the VSC ▪ Longman Mathematics (Language of Math course for LEP students) ▪ Collaborative planning ▪ Alt MSA for special education students ▪ Portfolio project to review and monitor student work by indicator <p>Grade Level/s: 9th – 12th</p> <p># of Students Served: 2,000 students</p>	<p>Practice/s:</p> <ul style="list-style-type: none"> ▪ Create small flexible groupings based on pre-test data analysis ▪ Increase frequency of flexible groupings in classrooms ▪ Provide more differentiated materials in classrooms ▪ Expand collaborative planning among disciplines ▪ Include training on reading and writing infused into mathematics ▪ Expand PD in teaching strategies for co-teaching classes and LEP classes <p>Grade Level/s: 9th – 12th</p> <p># of Students Served: 2,000 students</p>
4.	Name of supplemental math interventions provided to students not making AYP.	<p>Practice/s:</p> <ul style="list-style-type: none"> ▪ Provide supplemental interventions using Mathematics Pathways to College (America’s Choice) for students who passed Algebra I, but failed HSA, grades 9-12 ▪ Provide Ramp-up program for students with a weak foundation in math, grades 9-10 ▪ Understanding Math (support program) infusing software for special education students, grades 9-10 <p>Grade Level/s: 9th -10th and 12th</p> <p># of Students Served: 324 students</p>	<p>Practice/s:</p> <ul style="list-style-type: none"> ▪ Expand Ramp-Up program to accommodate more students ▪ Reduce class size in HSA courses to differentiate instruction ▪ Expand PD on math strategies across the curriculum (including AVP and CEP 12th grade teachers) during the school day by the instructional coaches. This will be provided during the school day by the instructional coaches. ▪ Provide supplemental support by math instructional coaches <p>Grade Level/s: 9th -12th</p> <p># of Students Served: 400 students</p>
5.	Content focus of the extended day program, targeted population, and the <u>number of students served</u>	<p>Practice/s:</p> <ul style="list-style-type: none"> ▪ Small group tutoring in HSA courses, grades 9-12 ▪ LEP tutoring in HSA courses, grades 9-12 ▪ AVP & CEP classes (for students needing to increase HSA scores), grade 12 ▪ Zero period (before school) tutoring in HSA courses before school, grades 9-12 ▪ One-on-one tutoring provided by Honor Society students and University of Maryland undergraduates, grades 9-12 <p>Grade Level/s: 9th -12th</p> <p># of Students Served: 200 AVP & CEP students, 53 students (all other tutoring programs)</p>	<p>Practice/s:</p> <ul style="list-style-type: none"> ▪ Provide transportation for after school classes ▪ Add Saturday HSA tutoring for students in grades 9 and 10 (targeting LEP and special education subgroups) ▪ Enhance partnership with the University of Maryland to increase frequency of one-on-one tutoring ▪ Expand AVP & CEP programs to accommodate more students before and after school ▪ Solicit increased student participation and parental support for tutoring and ELO programs ▪ Expand support from Honor Society students to mentor students ▪ Recruit teachers to provide ELO instruction in HSA courses, grades 9-12 ▪ Enhance PD to include teacher orientation for programs, addressing different modalities of learning and scaffolding curriculum <p>Grade Level/s: 9th -12th</p> <p># of Students Served: 230 AVP & CEP students, 200 ELO/tutoring students</p>

Section VIII. Attachments

School Academic Profile			
	Topic	2008-2009 - Identify Current Practices by Grade Level	Identify Proposed Two-Year Practices by Grade Level
6.	Content focus of summer program, target populations, and <u>the number of students served.</u>	<p>Practice/s:</p> <ul style="list-style-type: none"> ▪ AP Bridge Summer Institute, grades 10-12 ▪ HSA summer courses, grades 9-12 ▪ ELO summer program for special education students, grades 9-12 <p>Grade Level/s: 9th -12th</p> <p># of Students Served: 73 students</p>	<p>Practice/s:</p> <ul style="list-style-type: none"> ▪ Expand AP Bridge program to service 50 additional students ▪ Solicit and promote parental support to encourage student attendance in HSA summer tutoring ▪ Expand extended year program to increase participation of special education and LEP students ▪ Provide 9th grade Summer Transitional Program <p>Grade Level/s: 9th -12th</p> <p># of Students Served: 180 students</p>
7.	Description of instructional day highlighting blocks of time for core academic/tested content areas, common planning time, PD, extended day, Supplemental Education Services, and Saturday programs.	<p>Practice/s:</p> <ul style="list-style-type: none"> ▪ A-day/B-day schedule with four 90 minute class periods daily in HSA courses ▪ Daily 9th & 10th grade English classes ▪ Small group instruction in HSA courses during the school day, grades 9-12 ▪ Daily common 90-minute planning time for all HSA teachers ▪ Weekly 9th grade English teachers' meetings during lunch ▪ Weekly special education HSA co-teachers meetings ▪ Monthly departmental meetings ▪ PD held during departmental/staff/collaborative planning meetings ▪ Daily peer tutoring after school (90 minutes) from Honor Society students <p>Grade Level/s: 9th -12th</p> <p># of Students Served: 2,500 students</p>	<p>Practice/s:</p> <ul style="list-style-type: none"> ▪ Adjust master schedule to accommodate collaborative planning blocks for all content-area teachers ▪ Expand interventions/tutoring to before, during, and after the school day ▪ Improve efforts implementing and monitoring initiatives within the AG school improvement plan ▪ Expand monthly PD for novice teachers throughout the school year ▪ Schedule PD opportunities to include second language acquisition methodologies, LEP accommodations and SIOP training ▪ Provide PD for assistance principals on sessions including collaborative planning and techniques integrating differentiation <p>Grade Level/s: 9th -12th</p> <p># of Students Served: 2,575 students</p>
8.	Describe the school's instructional enrichment programs for gifted and talented student. Identify <u>the number of students served.</u>	<p>Practice/s:</p> <ul style="list-style-type: none"> ▪ AP classes meet daily ▪ Student participation in the Honor Society ▪ State competitions for gifted and talented students ▪ Mock trial competitions for students with outstanding communication skills ▪ Participation in <i>It's Academic</i> TV competition (for students across the metropolitan area) ▪ Subject area clubs (French, art, etc.) <p>Grade Level/s: 10th -12th</p> <p># of Students Served: 305 students</p>	<p>Practice/s:</p> <ul style="list-style-type: none"> ▪ Offer more AP courses offered to students in grades 11-12 ▪ Continue using college board program to identify gifted and talented students ▪ Provide PD for 9th and 10th grade teachers to prepare students for AP courses (to increase rigor in instruction) ▪ Promote increased participation in metropolitan area (academic) competitions ▪ Continue subject area clubs and mock trials <p>Grade Level/s: 9th -12th</p> <p># of Students Served: 500 students</p>

Section VIII. Attachments

TOP 5 TEACHER CAPACITY NEEDS ASSESSMENT (TCNA) ACTION STEPS

1. School Climate – Graduation

An Advisory Committee consisting of the professional counselors, administrators, scheduler, testing coordinator, and pupil personnel worker will establish the Milestone Project for grades 9-12 (with special emphasis on identified 11th and 12th graders unable to attain the composite score of 1602 on the High School Assessment-HSA). The purpose of this project is to create a climate where students and staff are fully aware of the graduation requirements and each grade level's progress toward attaining them. Milestone data, including grade level attendance, grade point averages, honor roll students, HSA proficiency, community service hours attainment, and credits earned, will be calculated quarterly using Performance Matters and SchoolMax Student Information System Programs. Pre-graduation discussions, dissemination of information on Academic Validation Program/Content Enrichment Program (AVP/CEP) opportunities, and analysis of this data will take place at least weekly during the advisory periods using the Academic Planning Guide which informs individuals of their progress toward graduation milestone acquisition. The effectiveness of this action step will be evidenced by student essays, posters, GPAs, attendance data, community service reports, unit assessment results, HSA data, and school climate data.

2. Professional Development - Reading

Provide professional development in reading/writing strategies across the curriculum for teachers of special education and limited English proficient (LEP) students. Professional development will be differentiated to meet the unique needs of the two subgroups. In addition, the school will expand the training to include tenth and eleventh grade teachers utilizing Read 180 and Academy of Reading programs to ensure more ninth, tenth and eleventh grade students are being serviced. Teachers will also learn how to use technology (i.e. interactive readers, audio CDs) to enhance reading instruction in the content areas. More opportunities will be provided in the areas of teaching advanced placement courses and curriculum modification for LEP and special education students. Learning walks, classroom observations, increased HSA scores, Scholastic Reading Inventory (SRI) data, and unit assessment scores will be used to determine the effectiveness of this action step.

3. Professional Development - Behavior Management

Provide professional development in classroom management with an outside consultant to provide all staff with best practices for classroom management and creating an environment conducive to learning. This will occur during a three day summer institute in order to develop a school-wide discipline plan that aligns to the Prince George's County Public Schools' Code of Conduct. During the institute, the staff will develop a handbook which will include policies and procedures for discipline and include staff and student accountability measures. Regular updates will be shared by the principal and grade level administrators with the staff regarding the progress of the disciplinary plan during monthly staff meetings and leadership council meetings. Expectations for students will be presented in grade level assemblies and closed-circuit TV. School climate data, staff and leadership council meeting minutes, and in-house referral data will document the effectiveness of this action step.

4. Voluntary Curriculum – Align instruction with VSC (collaborative planning for Algebra I instruction)

In order to infuse basic Algebra I skills across disciplines, a team will convene during a summer planning session to establish a process for interdisciplinary collaborative planning. At that time the master schedule will be adjusted to provide time for Algebra I co-teachers to plan collaboratively throughout the year. Monthly after-school meetings will be held to monitor the progress of special education and LEP students on HSA unit assessments and practice tests. Professional development in instructional strategies to increase special education and LEP proficiency in Algebra I will be offered to teachers working with these subgroups. The effectiveness of this action step will be determined by unit assessment scores, analysis of student work, learning walks, and grade point average (GPA) data.

5. Student Attendance

In order to increase student attendance, a bilingual attendance monitor is needed to work with the guidance department, parent liaison, and the pupil personnel worker (PPW) to form an attendance team. The attendance monitor will assist in implementing a system of daily/weekly attendance monitoring and disseminating information to classroom teachers. The attendance team and administration will establish a communication protocol and time-table to relay weekly updated student information to the staff regarding excessive absences, schedule changes, suspensions, withdrawals, and expulsions. The effectiveness of this action step will be documented by school climate data pertaining to attendance, withdrawals, academic referrals, discipline referrals, suspensions, expulsions, and GPAs.