

**30 September 2005 UPDATE**  
**HOWARD COUNTY PUBLIC SCHOOL SYSTEM**  
**SCHOOL IMPROVEMENT PLAN**

School Name: Howard High School

School Year 2005-2006

**Needs Assessment (Data Analysis)**

**Student Attendance Rate (Data Analysis)**

Howard High School's student attendance rate for the year 2004-05 was 94.38%. This attendance rate was further disaggregated by quarter, yielding the following results: 1<sup>st</sup> marking period, 95.3% attendance, as compared to the milestone of 98%; 2<sup>nd</sup> marking period, 94.1% attendance, as compared to the milestone of 97.5%; 3<sup>rd</sup> marking period; 93.6% attendance, as compared to the milestone of 97.0%, and 94.5% for the 4<sup>th</sup> marking period, as compared to the milestone of 96%.

Disaggregation by grade was performed (while maintaining the same milestones as previously mentioned) and the results are reported, by marking period, as follows: Grade 9 was 95.9%, 94.6%, 94.6%, and 95.0%; Grade 10 was 96.4%, 95.2%, 94.8%, and 93.4%; Grade 11 was 95.2%, 94.6%, 93.2%, and 94.1%; and Grade 12 was 93.2%, 91.1%, 91.1%, and 94.0%. Additional disaggregation was as follows: Males 94.69 %, Females 93.99 %, Asians 96.23%, African Americans 94.26 %, Hispanics 93.34 %, Whites 94.19 %, Special Education 3.03%, and FARMS 89.31%.

**Goals**

**Goal 1:** Each child regardless of race, ethnicity, gender, disability or socio-economic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

**System Targets:** In 2005, each school will meet Adequate Yearly Progress and have 70% of students at proficient or advanced on the reading and mathematics Maryland School Assessment. In 2007, each school will meet Adequate Yearly Progress and all student groups will have 95% of students at proficient or advanced on the English and mathematics Maryland School Assessment.

Objectives	Strategies/Activities (Person Responsible)	Milestones (timelines)	Evaluation
<i>Objectives (Student Attendance Rate)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
1.0 By June 2006, the attendance rate will increase from 96% or above for students in all student groups. Disaggregated attendance rates will increase as follows: <ul style="list-style-type: none"> <li>• Males from 94.69 % to 96% or above</li> <li>• Females from 93.99 % to 96% or above</li> <li>• Asians* will maintain or exceed 96.23%</li> <li>• African Americans from 94.26 % to 96% or above</li> <li>• Hispanics from 93.34 % to 96% or above</li> <li>• Whites from 94.19 % to 96% or above</li> <li>• Spec. Ed. from 93.03% to 96% or above</li> <li>• FARMS from 89.31% to 96% or above</li> <li>• 9<sup>th</sup> Graders from 95.0% to 96% or above**</li> </ul> *(Asian, Pacific Islander, etc.) **(Data collected for use by 9 <sup>th</sup> -Grade Team)	1.0.1(HL) <b>Attendance Team</b> will implement a quarterly Attendance Recognition Program that includes publishing on e-School. 1.0.2(HL) <b>Administrative and Ninth-Grade Teams</b> will implement and collect data from a Friday Evening Attendance Transition (FEAT) Program for students who are chronically tardy, absent cut class. 1.0.3(HL) <b>Instructional Assistant</b> will make personal contact with the families of student who are absent more than 5 days or tardy more than 3 times. 1.0.4(HL) <b>Ninth-Grade Team</b> will implement a Discipline Ladder containing a tardiness component. 1.0.5(HL) <b>Ninth-Grade Team</b> will target interventions for students with chronic attendance issues. 1.0.6(HL) <b>Administration</b> will institute a new "Encouraging Promptness" policy. 1.0.7(HL) <b>Administrative Cadre</b> will implement the first five steps of the new "Encouraging Promptness" policy.	<ul style="list-style-type: none"> <li>• By October 31, 2005, the year-to-date attendance rate will meet or exceed 96% for students in all student groups.</li> <li>• By January 31, 2006, the year-to-date attendance rate will meet or exceed 96% for students in all student groups.</li> <li>• By March 31, 2006, the year-to-date attendance rate will meet or exceed 96% for students in all student groups.</li> <li>• By June 17, 2006, the year-to-date attendance rate will meet or exceed 96% for students in all student groups.</li> </ul>	<ul style="list-style-type: none"> <li>• The MSDE Report Card for the 2005-2006 school year will reflect that the "Excellence" attendance rate of 96% for students in all student groups.</li> </ul>

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<b>Objectives</b>	<b>Strategies/Activities (Person Responsible)</b>	<b>Milestones (timelines)</b>	<b>Evaluation</b>
<i>Objectives (Student Attendance Rate)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
	<p>1.0.8(HL) <b>Administration</b> will institute morning detentions for students who are excessively late to school, late to class, or illegally absent from school.</p> <p>1.0.9(HL) <b>Administration</b> will institute Friday Evening School for students who are excessively late to school or illegally absent from school.</p> <p>1.0.10 <b>Attendance Team</b> will study the root cause of daily attendance problems and recommend intervention.</p> <p>1.0.11 <b>Administration</b> will continue to monitor and evaluate attendance procedures.</p> <p>1.0.12 <b>Administration</b> will increase communication with parents by utilizing the <i>School Messenger</i> notification system.</p>		

HOWARD COUNTY PUBLIC SCHOOL SYSTEM  
SCHOOL IMPROVEMENT PLAN

School Name: Howard High School

School Year 2005-2006

Needs Assessment (Data Analysis)

Least Restrictive Environment (Data Analysis)

As of the June 2005 child count Least Restrictive Environment (LRE) data, Howard High School has 74% of its students with disabilities receiving special education services in Code A and 0% in Code C. The Maryland State Department of Education (MSDE) standard is that by the October 2008 child count, LRE data will show the percentage of students with disabilities receiving special education services in LRE-A will be equal to or exceed 78% and LRE-C will be equal to or less than 8%. Results of the 2004-05 HCPSS Quality Indicators for Supporting LRE Survey indicated that 40% of the inclusive practices at Howard High School were “in place,” 45% were “in progress,” and 14% had not yet been begun.

Goals

**Goal 1:** Each child regardless of race, ethnicity, gender, disability or socio-economic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

**System Targets:** In 2005, each school will meet Adequate Yearly Progress and have 70% of students at proficient or advanced on the reading and mathematics Maryland School Assessment. In 2007, each school will meet Adequate Yearly Progress and all student groups will have 95% of students at proficient or advanced on the English and mathematics Maryland School Assessment.

Objectives	Strategies/Activities (Person Responsible)	Milestones (timelines)	Evaluation
<i>Objectives (LRE)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
2.0 By June 2006, the number of students with disabilities receiving special education services in LRE Code A will remain at or increase from the August 2005 total of 92%.	2.0.1 <b>Special Education Case Managers</b> will review folders of each of their students for accuracy of each student’s data entry sheet. 2.0.2 <b>Special Education Team</b> will review data for students with disabilities receiving special education services at least quarterly. 2.0.3 <b>Special Education Team</b> will review data to assist them in determining the most appropriate class placement of students and if they should be moved from resource to co-taught classes.	● By the end of the 2nd quarter, 76% of students with disabilities receiving special education services will be coded in LRE-A.	● The June 2006 MSDE LRE report will reflect that at least 92% of students with disabilities receiving special education services will be coded in LRE-A.
2.1 Census data will indicate that the proportion of students with disabilities of Mental Retardation, Emotional Disturbance, Specific Learning Disabilities, Speech/Language Impaired Developmental Delay, and Multiple Disabilities who are Black will decrease by 4%.	2.0.4 <b>Teachers of resource classes</b> will follow the essential curriculum for their assigned grade/content and use quarterly Local Assessments for instructional purposes for all students with disabilities receiving special education services who are diploma-bound. 2.0.5 <b>Special Education Team</b> will have ongoing, regular discussions about LRE and set “criteria” to be considered for Resource Classes.	● By the end of the 3rd quarter, 78% of students with disabilities receiving special education services will be coded in LRE-A.	● Census data will indicate that the proportion of students with disabilities of Mental Retardation, Emotional Disturbance, Specific Learning Disabilities, Speech/Language Impaired Developmental Delay, and Multiple Disabilities who are Black will decrease by 4%.
2.2 By June 2006, results of an HCPSS survey will indicate that ≥ 90% of the inclusive practices will be in place.	2.0.6 <b>Special and General Education Teams</b> will review the master schedule to examine opportunities that exist for co-taught classes. 2.0.7 <b>Special Education Team</b> will review opportunities to decrease the number of Special Education Resource Classes in assessed areas		● Results of an HCPSS survey will indicate that ≥ 90% of the inclusive practices will be in place.

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	or possibly eliminate them.		
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HOWARD COUNTY PUBLIC SCHOOL SYSTEM  
SCHOOL IMPROVEMENT PLAN

School Name: Howard High School

School Year 2005-2006

Needs Assessment (Data Analysis)

High School Assessments (Data Analysis)

- **Biology I High School Assessment (HSA):** In 2004, 75.8% of students taking the Biology I HSA scored above the passing score of 400, as compared to 60.8% in 2003. Biology I students received report card grades of “C” or better at a rate of 85.5%, 91%, 83.5%, and 83.0% respectively, for each of the four marking periods in 2004-05, exceeding the milestones of 80% for each of those marking periods. In addition, 67.7%, 63%, 65%, and 85% of Biology I students passed the Local Assessments for the same time period, falling short of the 80% milestones for each of the first three marking periods, but exceeding the 4<sup>th</sup> quarter milestone. Biology I students had a pass rate of 77.7%, as compared to the milestone of 80%.
- **Algebra I High School Assessment (HSA):** In 2004, 61.3% of students taking the Algebra I/Data Analysis HSA scored above passing score of 412, as compared to 44.2% in 2003. During 2004-05, 76.7%, 62%, 59%, and 57% of the students taking Algebra I/ Data Analysis received report card grades of “C” or better, as compared to the quarterly milestones of 80%, 75%, 75%, and 75% respectively. Additionally, 72.5% of these students passed the 1<sup>st</sup> Local Assessment, 55% passed the 2<sup>nd</sup>, 64% passed the 3<sup>rd</sup>, and 56% passed the 4<sup>th</sup> as compared to the milestones of 80%, 80%, and 75%, and 75% respectively. Students enrolled in Algebra I/Data Analysis had a pass rate of 48% for that HSA, as compared to the milestone of 70%.
- **American Government High School Assessment (HSA):** In 2004, 82.2% of students taking the American Government HSA scored above passing score of 394, as compared to 71.4% in 2003. In the four marking periods of 2004-05, 81.4%, 64%, 76%, and 78% of the American Government students earned a report card grade of “C” or better as compared to the milestones of 85% for each of those four quarters. These same students had pass rates of 70.6%, 63%, 72%, and 78% on the 2004-2005 Local Assessments, as compared to the milestones of 85% set for those same assessments. American Government students had a 2004-2005 HSA pass rate of 77%, as compared to the milestone of 85%.

Goals

**Goal 1:** Each child regardless of race, ethnicity, gender, disability or socio-economic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

**System Targets:** In 2005, each school will meet Adequate Yearly Progress and have 70% of students at proficient or advanced on the reading and mathematics Maryland School Assessment. In 2007, each school will meet Adequate Yearly Progress and all student groups will have 95% of students at proficient or advanced on the English and mathematics Maryland School Assessment.

Objectives	Strategies/Activities (Person Responsible)	Milestones (timelines)	Evaluation
<i>Objectives (HSA)</i>	<i>General Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
3.0 See objectives listed within each curricular area.	<b>General Strategies</b> 3.0.1(HL) <b>Administration</b> has restructured the Leadership Team. 3.0.2(HL) <b>Administration</b> strategically placed teachers in assessed courses. 3.0.3(HL) <b>Administration</b> will identify Lead Teachers who will act as experts/resources in each assessed area. 3.0.4(HL) <b>Departments/Clusters</b> will develop Lion Improvement Plans (LIPS) that will contain specific interventions for working with students who need additional support as determined by data analysis.	<ul style="list-style-type: none"> <li>• See milestones listed with each curricular area.</li> </ul>	<ul style="list-style-type: none"> <li>• See evaluations listed with each curricular area.</li> </ul>

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<i>Objectives (HSA continued)</i>	<i>General Strategies (Continued)</i>	<i>Milestones</i>	<i>Evaluation</i>
	<p>3.0.5(HL) <b>ITLs</b> will have individual data conversations with teachers.</p> <p>3.0.6(HL) <b>Administration</b> and <b>Special Education ITL</b> will identify students that need to be placed in the HOTTTS program.</p> <p>3.0.7(HL) <b>Ninth-Grade Team</b> will examine Ninth-Grade student GPA data and provide a reception with the Administrative Team for students (and parents) whose GPA increased by at least 0.5 points.</p> <p>3.0.8(HL) <b>Ninth-Grade Team</b> will design and deliver an after-school workshop designed to offer strategies for success for students and parents.</p> <p>3.0.9(HL) <b>English Teachers</b> and the <b>Reading Specialist</b> will instruct and act as a resource for all instructional staff in developing pre-reading, during-reading, and post-reading activities.</p> <p>3.0.10(HL) <b>English Teachers</b> will act as a resource for all teachers in producing and grading BCRs and ECRs.</p> <p>3.0.11 <b>Teachers of HSA assessed classes</b> will use available student information from middle and high school (student profiles, current progress, and the results of the HCPSS Assessments) to provide instructional strategies for acceleration.</p> <p>3.0.4 <b>Teachers</b> will incorporate sessions on test-taking strategies and provide practice-testing situations for all students.</p> <p>3.0.5 <b>Articulation Team</b> will meet with middle schools to assist in developing appropriate student acceleration plans.</p> <p>3.0.6 <b>Teachers of HSA assessed classes</b> will provide instruction and opportunities for review for all students taking the HSA.</p> <p>3.0.7 <b>Teachers</b> will use the HSA format when creating test items.</p> <p>3.0.8 <b>Special Educators</b> will co-teach with general educators where possible to support students with disabilities receiving special education services that are required to take HSAs.</p>		

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<i>Objectives (Biology I HSA)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
<p>3.1.1 By June 2006, at least 86% of students in all student groups will pass the Biology I High School Assessment on first administration.</p> <p>3.1.2 By June 2007, at least 95% of students in all student groups will pass the Biology I High School Assessment on first administration.</p>	<p>3.1.1(HL) <b>Science Teachers</b> will create technology infused lessons for increasing student motivation and accelerating student growth.</p> <p>3.1.2(HL) <b>Science Teachers</b> will foster Professional Learning Communities by linking science assessment results to instructional planning and providing opportunities for the sharing of best practices.</p> <p>3.1.3(HL) <b>Biology I Teachers</b> will administer a practice HSA exam to Biology I students.</p> <p>3.1.4(HL) <b>Science Teachers</b> will utilize pre-reading, during-reading, and post-reading strategies.</p> <p>3.1.5 <b>Biology I Teachers</b> will use the HSA rubric for grading assignments and lab reports.</p> <p>3.1.6 <b>Biology I Teachers</b> will provide small group assistance during class and after school to students receiving less than a “C” on any interim or report card.</p>	<ul style="list-style-type: none"> <li>● By the end of the 1st quarter, at least 80% of students in all student groups taking Biology I will earn a course grade of “C” or better.</li> <li>● By the end of the 1st quarter, at least 80% of students in all student groups taking Biology I will pass the 1st Local Assessment.</li> <li>● By the end of the 2nd quarter, at least 82% of students in all student groups taking Biology I will earn a course grade of “C” or better.</li> <li>● By the end of the 2nd quarter, at least 82% of students in all student groups taking Biology I will pass the 2nd Local Assessment.</li> <li>● By the end of the 3rd quarter, at least 84% of students in all student groups taking Biology I will earn a course grade of “C” or better.</li> <li>● By the end of the 3rd quarter, at least 84% of students in all student groups taking Biology I will pass the 3rd Local Assessment.</li> <li>● By the end of the 4th quarter, at least 86% of students in all student groups taking Biology I will earn a course grade of “C” or better.</li> <li>● By the end of 4th quarter, at least 86% of the students in all student groups pass the 4th Biology I Local Assessment.</li> <li>● By June 2006, at least 68% of the students in all student groups pass a practice Biology I HSA.</li> <li>● By June 2006, at least 86% of the students in all student groups will pass the Biology I HSA.</li> </ul>	<ul style="list-style-type: none"> <li>● The 2006 Maryland School Performance Program Report will reflect that at least 86% of the students in all student groups passed the Biology I High School Assessment on first administration.</li> <li>● The 2007 Maryland School Performance Program Report will reflect that at least 95% of the students in all student groups passed the Biology I High School Assessment on first administration.</li> </ul>
<i>Objectives (Algebra I/Data Analysis HSA)</i>	<i>Strategies/Activities (Continued)</i>	<i>Milestones (Continued)</i>	<i>Evaluation</i>
<p>3.2 .1 By June 2006, at least 72% of students in all</p>	<p>3.2.1(HL) <b>Administration</b> will facilitate the development and September 27th implementation of</p>	<ul style="list-style-type: none"> <li>● By the end of the 1st quarter, at least 54% of students in all student groups taking Algebra I/Data Analysis will</li> </ul>	<ul style="list-style-type: none"> <li>● The 2006 Maryland School Performance Program</li> </ul>

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<p>student groups will pass the Algebra I/Data Analysis High School Assessment on first administration</p> <p>3.2.2 By June 2007, 95% of students in all student groups will pass the Algebra I/Data Analysis High School Assessment on first administration</p>	<p>the “Howard High Over The Top” extended-day program for American Government and Algebra I/Data Analysis students who are not in either the Co-Pilot or Algebra Seminar Programs, but who are in need of extra assistance in order to succeed on the HSAs in those areas.</p> <p>3.2.2(HL) <b>Math Teachers</b> will foster Professional Learning Communities by linking science assessment results to instructional planning and providing opportunities for the sharing of best practices.</p> <p>3.2.3(HL) <b>Math Teachers</b> will facilitate and act as a resource to all teachers to develop instructional strategies incorporating math skills into all content areas.</p> <p>3.2.4(HL) <b>Math Teachers</b> will coordinate an intervention program that identifies and assists students who are non-proficient with math skills in assessed areas.</p> <p>3.2.5(HL) <b>Algebra I Seminar Teachers</b> will participate in a Collaboration Teaching Model with Special Educators.</p> <p>3.2.6(HL) <b>Math Teachers</b> will utilize pre-reading, during-reading, and post-reading strategies.</p> <p>3.2.7 <b>Algebra I/ Data Analysis Teachers</b> will provide small group assistance both after school and in class to students who receive less than a “C” on any interim or report card in Algebra I/ Data Analysis.</p> <p>3.2.8 <b>Algebra I/ Data Analysis Teachers</b> will keep current a student support plan for all students who receive less than a “C” on any interim report or report card in Algebra I/ Data Analysis.</p> <p>3.2.9 <b>Algebra I/Data Analysis Teachers</b> will participate in ongoing professional development after school to hone their skills in using cooperative learning and differentiated instruction strategies to assist with group work in class.</p> <p>3.2.10 <b>Algebra I/Data Analysis Teachers</b> will model unit tests after the Algebra I/Data Analysis HSA and HSA rubrics for grading assignments.</p>	<p>earn a course grade of “C” or better.</p> <ul style="list-style-type: none"> <li>● By the end of the 1st quarter, at least 54% of students in all student groups taking Algebra I/Data Analysis will pass the Local Assessment.</li> <li>● By the end of the 2nd quarter, at least 60% of students in all student groups taking Algebra I/Data Analysis will earn a course grade of “C” or better.</li> <li>● By the end of the 2nd quarter, at least 60% of students in all student groups taking Algebra I/Data Analysis will pass the Local Assessment.</li> <li>● By the end of 3rd quarter, at least 66% of students in all student groups taking Algebra I/Data Analysis will earn a course grade of “C” or better.</li> <li>● By the end of the 3rd quarter, at least 66% of students in all student groups taking Algebra I/Data Analysis will pass the Local Assessment.</li> <li>● By the end of the 4th quarter, at least 72% of students in all student groups taking Algebra I/Data Analysis will earn a course grade of “C” or better.</li> <li>● By May 2005, at least 72% of students in all student groups taking Algebra I/Data Analysis will pass a practice assessment.</li> <li>● By June 2006, at least 72% of the students in all student groups will pass the Algebra 1/Data Analysis Local Assessment.</li> <li>● By June 2006, at least 72% of the students in all student groups will pass the Algebra 1/Data Analysis HSA.</li> </ul>	<p>Report will reflect that at least 72% of the students in all student groups passed the Algebra I/Data Analysis High School Assessment on first administration.</p> <ul style="list-style-type: none"> <li>● The 2007 Maryland School Performance Program Report will reflect that 95% of the students in all student groups passed the Algebra I/Data Analysis High School Assessment on first administration.</li> </ul>
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<i>Objectives (American Government HSA)</i>	<i>Strategies/Activities (Continued)</i>	<i>Milestones (Continued)</i>	<i>Evaluation</i>
<p>3.3.1 By June 2006, at least 86% of the students in all student groups will pass the American Government High School Assessment on first administration.</p> <p>3.3.2 By June 2007, at least 95% of the students in all student groups will pass the American Government High School Assessment on first administration.</p>	<p>3.3.1(HL) <b>Administration</b> will facilitate the development and September 27<sup>th</sup> implementation of the “Howard High Over The Top” extended-day program for American Government and Algebra I/Data Analysis students who are not in either the Co-Pilot or Algebra Seminar Programs, but who are in need of extra assistance in order to succeed on the HSAs in those areas.</p> <p>3.3.2(HL) <b>Social Studies Teachers</b> will foster Professional Learning Communities by linking science assessment results to instructional planning and providing opportunities for the sharing of best practices.</p> <p>3.3.3(HL) <b>Social Studies Teachers</b> will instruct students how to develop constructed response answers.</p> <p>3.3.4(HL) <b>Social Studies Teachers</b> will engage students in guided inquiry of social studies problems.</p> <p>3.3.5(HL) <b>Social Studies Teachers</b> will develop Learner-Centered Instructional Practices.</p> <p>3.3.6(HL) <b>Social Studies Teachers</b> will utilize pre-reading, during-reading, and post-reading strategies.</p> <p>3.3.7 <b>American Government Teachers</b> will provide small group assistance both after school and in class to students who receive less than a “C” on any interim or report card in American Government.</p> <p>3.3.8 <b>American Government Teachers</b> will keep current a student support plan for all students who receive less than a “C” on any interim report or report card in American Government.</p> <p>3.3.9 <b>American Government Teachers</b> will use the HSA rubric for grading assignments as often as possible.</p>	<ul style="list-style-type: none"> <li>● By the end of the 1st quarter, at least 79% of students in all student groups taking American Government will earn a course grade of “C” or better.</li> <li>● By the end of the 1st quarter, at least 79% of students in all student groups taking American Government will be passing the First Quarter Local Assessment.</li> <li>● By the end of the 2nd quarter, at least 82% of students in all student groups taking American Government will earn a course grade of “C” or better.</li> <li>● By the end of the 2nd quarter, at least 82% of students in all student groups taking American Government will pass the Local Midterm Assessment.</li> <li>● By the end of the 3rd quarter, at least 84% of students in all student groups taking American Government will earn a course grade of “C” or better.</li> <li>● By the end of 3rd quarter at least 84% of students in all student groups taking American Government will pass the Third Quarter Local Assessment.</li> <li>● By the end of the 4th quarter, at least 86% of students in all student groups taking American Government will earn a course grade of “C” or better.</li> <li>● By June 2006, at least 86% of the students in all student groups will pass the American Government Local Final Assessment.</li> <li>● By June 2006, at least 86% of the students in all student groups will pass the American Government HSA.</li> </ul>	<ul style="list-style-type: none"> <li>● The 2006 Maryland School Performance Program Report will reflect that at least 86% of the students in all student groups passed the American Government High School Assessment on first administration.</li> <li>● The 2007 Maryland School Performance Program Report will reflect that at least 95% of the students in all student groups passed the American Government High School Assessment on first administration.</li> </ul>

HOWARD COUNTY PUBLIC SCHOOL SYSTEM  
SCHOOL IMPROVEMENT PLAN

School Name: Howard High School

School Year 2005-2006

Needs Assessment (Data Analysis)

Advanced Placement Program and Exams (Data Analysis)

In the 2004-2005 school year, 22% of the Howard High School student population is enrolled in Advanced Placement (AP) courses. The rate of student participation in AP exams was 9.2% during the 2003-2004 school year. This percentage was calculated by dividing the number of individual students who took one or more AP Exams by the total student population. In 2005, 237 individuals registered for AP exams, as opposed to the 172 students in 2004. This number represented 162 student exams, compared to 103 in 2004. The rate of student exam participation was 13.3% of the student population in 2005, representing an increase of 4.1% over 2004. The percentage of students scoring a 3 or above dropped from the 2003 rate of 68% to 66% in 2004 and the percentage of students scoring 4 or above rose from the 2003 rate of 34% to 36%. Exam scores are not available at this time.

Goals

**Goal 1:** Each child regardless of race, ethnicity, gender, disability or socio-economic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

**System Targets:** In 2005, each school will meet Adequate Yearly Progress and have 70% of students at proficient or advanced on the reading and mathematics Maryland School Assessment. In 2007, each school will meet Adequate Yearly Progress and all student groups will have 95% of students at proficient or advanced on the English and mathematics Maryland School Assessment.

Objectives	Strategies/Activities (Person Responsible)	Milestones (timelines)	Evaluation
<i>Objectives (AP Course Participation)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
4.0 For the 2005-06 school year, the rate of student enrollment in AP courses will continue to increase from the 2004-2005 rate.	4.0.1 <b>AP Teachers</b> will advertise AP course opportunities before registration. 4.0.2 <b>AP Teachers</b> will team vertically to identify potential GT/AP students in Honors and “regular” classes to encourage those students to take AP courses. 4.0.3 <b>AP Teachers</b> will place AP course updates in the “Main Events” and guidance newsletters. 4.0.4 <b>Counselors</b> will place AP registration information on the school’s website. 4.0.5 <b>Administrative Team</b> will work to eliminate scheduling conflicts involving AP courses. 4.0.6 <b>Instructional Team Leaders and Freshman Counselor</b> will articulate with middle school colleagues that current middle school students in Honors and GT courses in middle school should register for Honors and GT courses as freshmen, ultimately leading to AP courses. 4.0.7 <b>Administrative Team</b> will create a recognition program (i.e., Academic Hall of Fame or AP Scholars Program) for students who completed a large number of AP courses or number of AP tests.	<ul style="list-style-type: none"> <li>By September 2005, the rate of enrollment in Advanced Placement classes will increase over the rate for 2004-2005.</li> </ul>	<ul style="list-style-type: none"> <li>Data obtained from SMS will reflect an overall increase in enrollment in Advanced Placement classes over the enrollment for 2004-2005.</li> </ul>

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<i>Objectives (AP Exam Participation)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
4.1 By June 2006, the rate of students taking AP exams will increase from the 2004-2005 rate.	<p>4.1.1 <b>AP Coordinator, Counselors, Instructional Team Leaders, GT Specialist, and Media Staff</b> will use a variety of media to advertise information related to taking AP exams.</p> <p>4.1.2 <b>AP Teachers</b> will send a letter to parents of students enrolled in AP courses to promote their sitting for AP exams.</p> <p>4.1.3 <b>Administration</b> will place a notice on 2<sup>nd</sup> quarter reports reminding students to register for AP exams.</p> <p>4.1.4 <b>Counselors and Instructional Staff</b> will assist students in obtaining resources needed to pay for the AP exams.</p>	<ul style="list-style-type: none"> <li>● By June 2006, the rate of students taking Advanced Placement exams will increase from the 2004-2005 participation rate.</li> </ul>	<ul style="list-style-type: none"> <li>● The ETS Report for 2005-2006 will reflect an increase in the rate of students taking Advanced Placement exams over the 2004-2005 rate.</li> </ul>
<i>Objectives (AP Scores 3 or above)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
4.2 By May 14, 2005, the rate of students scoring greater than or equal to 3 on AP exams will increase from the 2004-2005 rate.	<p>4.2.1 <b>AP Teachers</b> will provide groups study/review sessions for AP students.</p> <p>4.2.2 <b>AP Teachers</b> will recommend outside sources for students to use in preparing for AP exams (i.e., <u>Barrons</u>, <u>Princeton</u>, <u>Amsco</u>, College Board CDs, etc.).</p> <p>4.2.3 <b>AP Teachers</b> will provide study packets related to AP exams for use in class and for homework.</p> <p>4.2.4 <b>AP Teachers</b> will offer simulated AP test opportunities.</p> <p>4.2.5 <b>AP Teachers</b> will develop and implement an Advanced Placement Recognition Program.</p>	<ul style="list-style-type: none"> <li>● By April 2006, at least 75% of students taking practice AP exams will achieve a score of 3 or higher.</li> <li>● By June 2006, the rate of students achieving a score greater than or equal to 3 on AP exams will increase from the 2004-2005 rate.</li> </ul>	<ul style="list-style-type: none"> <li>● The ETS Report for 2005-2006 will reflect an increase in the rate of students achieving a score of 3 or greater over the 2004-2005 rate.</li> </ul>

**30 September 2005 UPDATE**

**HOWARD COUNTY PUBLIC SCHOOL SYSTEM  
SCHOOL IMPROVEMENT PLAN**

**School Name: Howard High School**

**School Year 2005-2006**

**Needs Assessment (Data Analysis)**

**SAT 2400 (Data Analysis)**

The rate of Howard High School seniors taking the SAT I during the 2003-2004 school year increased from the previous year. The percent of seniors scoring above 600 on the verbal portion of the SAT I decreased from the 2002-03 rate of 26% to 23% in 2004. The percent of seniors scoring above 600 on the math portion of the SAT I increased in 2004 to 31% from the 2002-03 rate of 29%. The mean composite SAT I score increased by 7 points to 1057 from 2002-03. A practice SAT was administered to the 52 student registrants, 11.5% of whom score 600 or above in reading, 10.5% in mathematics, and 36.5% on the new reading exam.

**Goals**

**Goal 1:** Each child regardless of race, ethnicity, gender, disability or socio-economic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

**System Targets:** In 2005, each school will meet Adequate Yearly Progress and have 70% of students at proficient or advanced on the reading and mathematics Maryland School Assessment. In 2007, each school will meet Adequate Yearly Progress and all student groups will have 95% of students at proficient or advanced on the English and mathematics Maryland School Assessment.

<b>Objectives</b>	<b>Strategies/Activities (Person Responsible)</b>	<b>Milestones (timelines)</b>	<b>Evaluation</b>
<i>Objectives (SAT Participation)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
5.0 By June 2007, a minimum of 80% of the students in all race/ethnicity student groups in the Class of 2007 will take the SAT 2400.	5.0.1 <b>Counselors and Instructional Staff</b> will provide course selection to include SAT Prep. 5.0.2 <b>Counselors and Instructional Staff</b> will provide SAT workshops for students and parents. 5.0.3 <b>Counselors and instructional Staff</b> will provide announcements on SAT testing.	<ul style="list-style-type: none"> <li>● By October 2005, 65% of seniors will have taken the SAT.</li> <li>● By November 2005, 70% of seniors will have taken the SAT.</li> <li>● By December 2005, 75% of seniors will have taken the SAT.</li> <li>● By January 2006, 80% of seniors will have taken the SAT.</li> </ul>	<ul style="list-style-type: none"> <li>● The 2007 Howard County Public School System SAT Briefing Document will reflect that a minimum of 80% of the students in all race/ethnicity student groups in the Class of 2007 took the SAT 2400.</li> </ul>
<i>Objectives (SAT Score)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
5.1 By June 2007, a minimum of 70 percent of the students in all race/ethnicity student groups in the Class of 2007 will score 1550 or higher on the SAT 2400.	5.1.1(HL) <b>English Teachers and Reading Specialist</b> will instruct and act as resource for all instructional staff in developing pre-, during-, and post-reading activities. 5.1.2(HL) <b>English Teachers</b> will provide quality preparation for the SAT argumentative essay. 5.1.3(HL) <b>English Teachers</b> will implement the GT differentiated curriculum (outlined in the HCPSS Essential Curriculum) for GT English classes. 5.1.4(HL) <b>English Teachers</b> will coordinate a school-wide SAT Vocabulary Program.	<ul style="list-style-type: none"> <li>● By the end of the 2nd quarter, students scoring 600 or above on the verbal portion of a practice SAT will increase.</li> <li>● By the end of the 2nd quarter, students scoring 600 or above on the mathematics portion on a practice SAT will increase.</li> </ul>	<ul style="list-style-type: none"> <li>● The 2007 ETS Report will reflect that a minimum of 70 percent of the students in all race/ethnicity student groups in the Class of 2007 scored 1550 or higher on the SAT 2400.</li> </ul>

**30 September 2005 UPDATE**

<i>Objectives (SAT Score continued)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
	<p>5.1.5(HL) <b>Mathematics Teachers</b> will facilitate and act as a resource to all teachers to develop instructional strategies incorporating math skills into all content areas.</p> <p>5.1.6(HL) <b>English Teachers</b> will provide students with a simulated SAT experience.</p> <p>5.1.7 <b>English Teachers</b> will provide students with a structured vocabulary program.</p> <p>5.1.8 <b>HCPSS Office of Mathematics Instruction</b> will continue to provide professional development to mathematics teachers on preparing students for the SAT.</p> <p>5.1.9 <b>Mathematics Teachers</b> will incorporate daily practice problems in lessons.</p>		

HOWARD COUNTY PUBLIC SCHOOL SYSTEM  
SCHOOL IMPROVEMENT PLAN

School Name: Howard High School

School Year 2005-2006

Needs Assessment (Data Analysis)

Maryland School Assessments (Data Analysis)

Of the students who took the 2003-04 Maryland State Assessment (MSA), 84.8% of Howard High School students scored either “Advanced” or “Proficient” on the Maryland School Assessment (MSA) in Reading. In addition, 22.2% of the students with disabilities receiving Special Education services and 78.4% of our students receiving Free and Reduced Meals (FARMS) scored at the “Advanced” and “Proficient” levels in Reading. Of the students taking the Geometry MSA, 63.7% scored either “Advanced” or “Proficient” as compared to 39.6% in 2003, and 15.4% of the students with disabilities receiving Special Education services scored at the “Advanced” and “Proficient” levels in geometry in 2004. Overall, 15.2% of the students tested scored in the “Basic” range for Reading and 36.3% scored in the “Basic” range in geometry. **NOTE: The reading MSA will be changed to an English 10 MSA as of the 2004-05 school year and replace both the previous reading MSA and English 9 HSA.** MSA scores are not available for 2005 at this time.

During the first three marking periods of the 2004-05 school year, 70%, 64.5%, and 70% of students enrolled in geometry and 92%, 89%, and 92% of those enrolled in English 10 received course grades of “C” or better respectively, as compared to the benchmarks of 70% for each of those periods, in both curricular areas. Of students taking the Geometry Local Assessments, 73.8%, 53%, and 74% scored in the passing range for the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> marking period respectively, as compared to the milestones of 70% set for each assessment. Additionally, 74% of the students taking the English 10 passed the Local Assessment for the 2<sup>nd</sup> marking period and 81% for the 3<sup>rd</sup> marking period, exceeding the milestones of 70%. Note: There was no Local Assessment for English 10 during 1<sup>st</sup> or 4<sup>th</sup> marking periods of 2004-05.

Goals

**Goal 1:** Each child regardless of race, ethnicity, gender, disability or socio-economic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

**System Targets:** In 2005, each school will meet Adequate Yearly Progress and have 70% of students at proficient or advanced on the reading and mathematics Maryland School Assessment. In 2007, each school will meet Adequate Yearly Progress and all student groups will have 95% of students at proficient or advanced on the English and mathematics Maryland School Assessment.

Objectives	Strategies/Activities (Person Responsible)	Milestones (timelines)	Evaluation
<i>Objectives (MSA English 10)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
6.0.1 By June 2006, at least 70% of students in all student groups will score “Advanced” or “Proficient” on the English 10 MSA.	6.0.1(HL) <b>English Teachers</b> will develop and implement school-wide strategies that will assist all instructional staff in producing and grading BCRs and ECRs. 6.0.2(HL) <b>English Teachers</b> and <b>Reading Specialist</b> will instruct and act as a resource for all instructional staff in developing pre-reading, during-reading, and post-reading activities. 6.0.3(HL) <b>All Teachers</b> will utilize pre-reading, during-reading, and post-reading strategies.	<ul style="list-style-type: none"> <li>By the end of the 1<sup>st</sup> quarter, at least 70% of English 10 students in all student groups will earn a course grade of “C” or better.</li> </ul>	<ul style="list-style-type: none"> <li>The 2005-2006 Maryland School Performance Program Report will indicate that at least 70% of students in all student groups scored “Advanced” or “Proficient” on the English 10 MSA.</li> </ul>
6.0.2 By June 2007, at least 95% of students in all student groups will score “Advanced” or “Proficient” on the English 10 MSA.	6.0.4(HL) <b>All Teachers</b> will utilize computers and other instructional technology whenever possible to accelerate instruction of reading and English skills for all students. 6.0.5 <b>All Teachers</b> will participate in ongoing professional development in Reading in the Secondary Content Areas. 6.0.6 <b>All Teachers</b> will present new vocabulary in a manner consistent with content.	<ul style="list-style-type: none"> <li>By the end of the 1<sup>st</sup> quarter, at least 70% of all English 10 students in all student groups will earn a passing score on the Local Assessment.</li> <li>By the end of the 2<sup>nd</sup> quarter, at least 70% of English 10 students in all student groups</li> </ul>	

### 30 September 2005 UPDATE

		will earn a course grade of “C” or better.	
<i>Objectives (MSA English 10 continued)</i>	<i>Strategies/Activities (Continued)</i>	<i>Milestones</i>	<i>Evaluation</i>
6.0.3 By June 2007, at least 90% of students the student with disabilities taking the ALT-MSA will score at the “Advanced” or “Proficient” levels on the English 10 MSA.	<p>6.0.7 <b>Special Education Team</b> will devote one meeting per month to discuss MSA data, practices, strategies, and current information.</p> <p>6.0.8 <b>Special Educators</b> will co-teach with general educators, where possible, to support students with disabilities receiving special education services who are required to take the English 10 MSA.</p> <p>6.0.9 <b>Special Educators</b> will devote tutorial time to curriculum-related interventions and support related to reading and English concepts.</p> <p>6.0.10 <b>Teachers of students with disabilities receiving special education services who are seeking diplomas</b> will incorporate instructional activities and test-taking strategies related to the English 10 MSA across content classes.</p> <p>6.0.11 <b>Teachers of students with disabilities receiving special education services who are seeking diplomas</b> will analyze quarterly assessments and MSA-type activities to plan instruction and interventions.</p> <p>6.0.12 <b>Special Education Team</b> will review opportunities to decrease the number of resource classes in assessed areas or eliminate them.</p>	<ul style="list-style-type: none"> <li>● By the end of the 2<sup>nd</sup> quarter, at least 70% of all English 10 students in all student groups will earn a passing score on the Local Assessment.</li> <li>● By the end of the 3<sup>rd</sup> quarter, at least 70% of English 10 students in all student groups will earn a course grade of “C” or better.</li> <li>● By the end of the 3<sup>rd</sup> quarter, at least 70% of all English 10 students in all student groups will earn a passing score on the Local Assessment.</li> <li>● By May 2005, at least 70% of all English 10 students in all student groups will score in the “Advanced” or “Proficient” ranges on a practice MSA.</li> <li>● By the end of the 4<sup>th</sup> quarter, at least 70% of English 10 students in all student groups will earn a course grade of “C” or better.</li> <li>● By the end of the 4<sup>th</sup> quarter, at least 70% of all English 10 students in all student groups will earn a passing score on the Local Assessment.</li> <li>● By June 2006, at least 70% of all English 10 students in all student groups will score in the “Advanced” or “Proficient” ranges on the MSA.</li> </ul>	<ul style="list-style-type: none"> <li>● The 2005-2006 Maryland School Performance Program Report will indicate that at least 70% of students in all student groups scored “Advanced” or “Proficient” on the English 10 MSA.</li> <li>● The 2006-2007 Maryland School Performance Program Report will indicate that at least 90% of students the student with disabilities taking the ALT-MSA scored at the “Advanced” or “Proficient” levels on the English 10 MSA.</li> </ul>

**HOWARD COUNTY PUBLIC SCHOOL SYSTEM  
SCHOOL IMPROVEMENT PLAN**

School Name: Howard High School

School Year 2005-2006

**Needs Assessment (Data Analysis)**

**Safe, Spirited, and Drug-free Environment (Data Analysis)**

Suspension data within the 2003-2004 HCPSS Disruptive Youth Report show that only a small number of students who were suspended (13 students out of 98 or 13.2% of total suspensions) were related to drug/alcohol violations, while data from the 2003 Westat survey indicate that 50% of students, teachers, and parents responding perceive the Howard High School environment as not drug/alcohol free. Data from the 2003 Westat survey also reveal that there are a significant number of respondents who feel that minority groups are not treated fairly within Howard High School.

**Goals**

**Goal 2:** Each school will provide a safe and nurturing school environment that values our diversity and commonality.

**System Targets:** In 2005, each school will meet Adequate Yearly Progress and have 70% of students at proficient or advanced on the reading and mathematics Maryland School Assessment. In 2007, each school will meet Adequate Yearly Progress and all student groups will have 95% of students at proficient or advanced on the English and mathematics Maryland School Assessment.

<b>Objectives</b>	<b>Strategies/Activities (Person Responsible)</b>	<b>Milestones (timelines)</b>	<b>Evaluation</b>
<i>Objective ONE (STUDENTS)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
7.0 By June 2006, majority of students, regardless of race, ethnicity, religion, gender, disability, sexual orientation, or socioeconomic status, will indicate that Howard High School is a safe, spirited, and drug-free environment.	7.0.1(HL) <b>Administration and Guidance</b> instituted Project L.E.O. in the spring of 2005. 7.0.2 <b>Administration</b> will create an abridged version of the Student Code of Conduct for the Student Handbook. 7.0.3 <b>Character Education Committee</b> will post copies of the Howard High School Honor Code and make a presentation to students about its importance. 7.0.4 <b>International Club</b> will sponsor an International Day, involving the participation of parents, staff, and students, by April 2006. 7.0.5 <b>SHOP</b> will coordinate PROM PROMISE in April 2006. 7.0.6 <b>Safety Committee</b> will coordinate a MADD assembly by February 2006. 7.0.7 <b>Guidance Counselors</b> coordinated registration and training of peer mediators during the summer of 2005. 7.0.8 <b>Staff and Administration</b> will continue all student recognition programs. 7.0.9 <b>Principal</b> will continue the Principal's Advisory program.	<ul style="list-style-type: none"> <li>By February 01, 2006, institute a Principal's Advisory, composed of a cross-section of students, to discuss academic and safety issues regarding Howard High School.</li> <li>By June 01, 2006, conduct a survey to determine what percentage of students feel that Howard High School is a safe, spirited, and drug-free environment.</li> </ul>	<ul style="list-style-type: none"> <li>A comparison of results from two surveys given during 2005-2006 will indicate that a majority of students feel Howard High School provides a safe and drug-free environment.</li> <li>Data contained in the HCPSS School Improvement Survey, Code of Conduct Data, Disruptive Youth Report will also support the assertion that a majority of students, regardless of race, ethnicity, religion, gender, disability, sexual orientation, or socioeconomic status, will indicate that Howard High School is a safe, spirited, and drug-free environment.</li> </ul>

**30 September 2005 UPDATE**  
**HOWARD COUNTY PUBLIC SCHOOL SYSTEM**  
**SCHOOL IMPROVEMENT PLAN**

School Name: Howard High School

School Year 2005-2006

**Needs Assessment (Data Analysis)**

**Student Suspension Rate (Data Analysis)**

For the 2003-2004 school year, there were 98 student suspensions at Howard High School. This reflects a 15.5% decrease from the previous school year. These data reflect a consistent decrease in the frequency of all of the following areas: attendance, dangerous substances, weapons, attacks/threats, arson/fire/explosives, sexual harassment, and disrespect/insubordination over the past four school years.

As of the end of the third marking period for the 2004-05 school year, there were a total of 147 student suspensions, 24 during the 1<sup>st</sup>, 64 during the 2<sup>nd</sup>, and 59 during the 3<sup>rd</sup> marking period. Of the 147 students suspensions, 82 were 9<sup>th</sup> graders (10, 47, and 25 for each marking period respectively), 22 were 10<sup>th</sup> graders (4, 5, and 13), 26 were 11<sup>th</sup> graders (8, 8, and 10), and 16 were 12<sup>th</sup> graders (2, 3, and 11).

**Goals**

**Goal 2:** Each school will provide a safe and nurturing school environment that values our diversity and commonality.

**System Targets:** In 2005, each school will meet Adequate Yearly Progress and have 70% of students at proficient or advanced on the reading and mathematics Maryland School Assessment. In 2007, each school will meet Adequate Yearly Progress and all student groups will have 95% of students at proficient or advanced on the English and mathematics Maryland School Assessment.

Objectives	Strategies/Activities (Person Responsible)	Milestones (timelines)	Evaluation
<i>Objective TWO (STUDENTS)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
8.0 By June 2006, the number of students suspended will be reduced from the 2004-2005 total of 211.	8.0.1(HL) <b>Administration</b> will facilitate the formation of Professional Learning Communities, designed to address the issue of cultural proficiency. 8.0.2(HL) <b>Ninth-Grade Team</b> will institute a Discipline Ladder. 8.0.3(HL) <b>Ninth-Grade Team Leader</b> will act as an intermediate step on the Discipline Ladder. 8.0.4(HL) <b>Ninth-Grade Team</b> will institute PBIS. 8.0.5(HL) <b>Ninth-Grade Team</b> will institute a Mentoring Program for students repeating the 9 <sup>th</sup> grade. 8.0.6(HL) <b>Administration and Guidance</b> instituted Project L.E.O. in the spring of 2005. 8.0.7 <b>Howard High Administration</b> will establish and maintain strong alliances with the home following a behavioral incident. 8.0.8 <b>Staff</b> will utilize the Student Support Team and Alternative Education Programs to identify causes of disruptive behaviors and create Intervention Plans.	<ul style="list-style-type: none"> <li>● Quarterly in-house suspension data will indicate a decreasing trend in the student suspension rate.</li> </ul>	<ul style="list-style-type: none"> <li>● By June 2006, the number of students suspended will be reduced from the 2004-2005 total of 211 as indicated by the HCPSS Disruptive Youth Report (Suspension Data).</li> </ul>

**HOWARD COUNTY PUBLIC SCHOOL SYSTEM  
SCHOOL IMPROVEMENT PLAN**

School Name: Howard High School

School Year 2005-2006

**Staff Knowledge of Professional Responsibility Related to Harassment and Violence (Data Analysis)**

The following represents the feelings of Howard High School staff members responding to the 2003 Westat Survey:

- Over 40% had not received staff development concerning the prevention of harassment
- Over 50% had not received staff development on dealing with cultural diversity
- Over 60% had not received staff development in preventing discrimination between staff
- Over 36% said that some of their students have been treated unfairly by others because of differences in race, ethnicity, or religion
- About 50% said that they felt that some of their students have been treated unfairly because of their disabilities.

All new employees received packets and reference materials on all policies affecting a “safe school” environment. In addition, the school administration and Safety Committee developed a comprehensive plan for school safety that was distributed to all staff members.

**Goal 2:** Each school will provide a safe and nurturing school environment that values our diversity and commonality.

**System Targets:** In 2005, each school will meet Adequate Yearly Progress and have 70% of students at proficient or advanced on the reading and mathematics Maryland School Assessment. In 2007, each school will meet Adequate Yearly Progress and all student groups will have 95% of students at proficient or advanced on the English and mathematics Maryland School Assessment.

<i>Objective ONE (STAFF)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
9.0 By June 2006, all staff will report that they have received information on their professional responsibilities related to the HCPSS policies on discrimination, harassment and violence and the Code of Maryland Regulation (COMAR 13A.01.03) on School Safety.	9.0.1(HL) <b>Principal</b> will institute a volunteer Faculty Advisory Council that will meet to facilitate a problem-solving team to address staff issues of safety and maintaining a positive school climate 9.0.2 <b>Administration</b> will facilitate the formation of Professional Learning Communities to address many issues, including cultural proficiency. 9.0.3 <b>Safety Committee</b> will initiate “Safe Zones” throughout the school. 9.0.4 <b>Administration</b> will, as appropriate, provide new employees information packets and reference materials on all HCPSS policies affecting a “safe school” environment.	<ul style="list-style-type: none"> <li>• By September 2005, new employees will be provided packets and reference materials on all policies affecting a “safe school” environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback data on faculty participation, understanding, and additional needs will be analyzed after informational sessions, staff meetings, and in-house professional-development sessions and will show that by June 2006, all staff will report that they have received information on their professional responsibilities related to the HCPSS policies on discrimination, harassment and violence and the Code of Maryland Regulation (COMAR 13A.01.03) on School Safety.</li> </ul>

**30 September 2005 UPDATE**  
**HOWARD COUNTY PUBLIC SCHOOL SYSTEM**  
**SCHOOL IMPROVEMENT PLAN**

School Name: Howard High School

School Year 2005-2006

**Needs Assessment (Data Analysis)**

**Staff Knowledge and Skills Regarding Student Achievement, Cultural Diversity, Safe Schools, and Family Involvement (Data Analysis)**

The following represents the feelings of Howard High School staff members responding to the 2003 Westat Survey:

- Over 40% had not received staff development concerning the prevention of harassment
- Over 50% had not received staff development on dealing with cultural diversity
- Over 60% had not received staff development in preventing discrimination between staff
- Over 36% said that some of their students have been treated unfairly by others because of differences in race, ethnicity, or religion
- About 50% said that they felt that some of their students have been treated unfairly because of their disabilities
- Over 40% said that the district's professional development program provided them with the skills and knowledge needed to raise student achievement
- About 20% did not feel able to help special needs students who are included in their classes.

The following represents the feelings of Howard High School students responding to the 2003 Westat Survey:

- 78% of student responding felt that their belongings were not safe in school
- 28% tried to avoid some areas of the school because they did not feel safe
- 63% had seen a fight within the month prior to their responding to the survey

By the end of September, all departments submitted Departmental Goals and all teachers submitted Appendix D Personal/Professional Goals that included components regarding increasing achievement for all groups of students. In addition, all instructional staff participated in a Professional Development Study Groups initiative that involved increasing student achievement, cultural diversity, safe schools, and family involvement.

**Goals**

**Goal 2:** Each school will provide a safe and nurturing school environment that values our diversity and commonality.

**System Targets:** In 2005, each school will meet Adequate Yearly Progress and have 70% of students at proficient or advanced on the reading and mathematics Maryland School Assessment. In 2007, each school will meet Adequate Yearly Progress and all student groups will have 95% of students at proficient or advanced on the English and mathematics Maryland School Assessment.

<b>Objectives</b>	<b>Strategies/Activities (Person Responsible)</b>	<b>Milestones (timelines)</b>	<b>Evaluation</b>
<i>Objective TWO (STAFF)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
10.0 By June 2006, it will be evident that the staff will have increased their knowledge and skills in the areas of student achievement, cultural diversity, safe schools, and family involvement.	10.0.1(HL) <b>Principal</b> will institute a volunteer Faculty Advisory Council that will meet to facilitate a problem-solving team to address staff issues of safety and maintaining a positive school climate 10.0.2 <b>Administration</b> will facilitate the formation of Professional Learning Communities to address the issue many issues, including cultural proficiency. 10.0.3 <b>Administration</b> will encourage the involvement of staff in Professional Development courses and workshops on topics relating to promoting cultural competency, safe schools and improving student achievement. 10.0.4 <b>Content Area Supervisors</b> will work with staff to provide information and materials to help staff increase achievement for all groups of students.	<ul style="list-style-type: none"> <li>• By September 2005, all departments will have Action Plans to increase achievement for all groups of students.</li> <li>• By January 2006, professional development training on promoting equitable school environments for all cultures will be presented.</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2006, data from a variety of sources (i.e., HCPSS Staff Development Office, staff meeting feedback forms, etc.) will indicate staff participation in professional development, school-based in-service, and district-wide conferences and meetings.</li> </ul>

**30 September 2005 UPDATE**  
**HOWARD COUNTY PUBLIC SCHOOL SYSTEM**  
**SCHOOL IMPROVEMENT PLAN**

School Name: Howard High School

School Year 2005-2006

**Needs Assessment (Data Analysis)**

**Information for Parents Regarding HCPSS Policies and Policy Violations (Data Analysis)**

The following represents the feelings of the Howard High School students and their parents responding to the 2003 Westat Survey:

- 62% of parents responding said that school discipline is applied fairly
- 22% of students responding said that they do not know how to solve problems or conflicts
- 26% of students responding said that they have been threatened with violence at school
- 70% of students responding said that they know students who sometimes bring drugs or alcohol to school

Each student received a copy of the 2005 Parent/Student Handbook on the first day of school and all new students receive a copy as part of the enrollment process. The school website is undergoing major renovations and information is updated regularly, as well as being available on e-School News, in the PTSA newsletter, and on the in-school electronic bulletin boards located around the school.

**Goals**

**Goal 2:** Each school will provide a safe and nurturing school environment that values our diversity and commonality.

**System Targets:** In 2005, each school will meet Adequate Yearly Progress and have 70% of students at proficient or advanced on the reading and mathematics Maryland School Assessment. In 2007, each school will meet Adequate Yearly Progress and all student groups will have 95% of students at proficient or advanced on the English and mathematics Maryland School Assessment.

Objectives	Strategies/Activities (Person Responsible)	Milestones (timelines)	Evaluation
<i>Objective ONE (PARENTS)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
11.0 By June 2006, parents and community members will have been provided information regarding HCPSS policies on harassment, discrimination, and violence, including support mechanisms available and consequences for policy violations.	11.0.1 <b>Principal</b> will disseminate information on HCPSS Goal 2 to parents via a variety of methods, including, but not limited to Parent/Student Handbooks, newsletters, school website, translated documents, posted notices, direct and indirect engagement with PTSA Executive Board and membership, direct and indirect engagement with other parent organizations and assemblies, Coffee with the Principal sessions, etc. 11.0.2 <b>Staff</b> will provide translated materials, print and visual whenever possible for use by Limited English Proficiency parents and community members.	<ul style="list-style-type: none"> <li>• By September 2005, all students will receive a copy of the 2005-2006 Parent/Student Handbook.</li> <li>• The school website will be updated regularly, as materials are made available, so that parents, students, and community members can stay abreast current school, HCPSS, and state policies and procedures regarding on harassment, discrimination, and violence, including support mechanisms available and consequences for policy violations.</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2006, evidence that information regarding HCPSS policies on harassment, discrimination, and violence, including support mechanisms available and consequences for policy violations will exist on the school website, in the form of newsletters and handouts, in the minutes and notes from the variety of occasions where the principal presented this information to parents.</li> </ul>

**30 September 2005 UPDATE**  
**HOWARD COUNTY PUBLIC SCHOOL SYSTEM**  
**SCHOOL IMPROVEMENT PLAN**

School Name: Howard High School

School Year 2005-2006

**Needs Assessment (Data Analysis)**

**Parent Participation (Data Analysis)**

According to the 2003 Westat Survey, 42% of the parents of Howard High School students responding said that they help out at the school as a volunteer. In April 2005, the International Club hosted an International Day, involving participation by parents, students, staff, and community members.

**Goals**

**Goal 2:** Each school will provide a safe and nurturing school environment that values our diversity and commonality.

**System Targets:** In 2005, each school will meet Adequate Yearly Progress and have 70% of students at proficient or advanced on the reading and mathematics Maryland School Assessment. In 2007, each school will meet Adequate Yearly Progress and all student groups will have 95% of students at proficient or advanced on the English and mathematics Maryland School Assessment.

Objectives	Strategies/Activities (Person Responsible)	Milestones (timelines)	Evaluation
<i>Objectives (Student Suspension Rate)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
12.0 By June 2006, parent participation in school-sponsored information sessions, workshops, conferences, dialogues, and other “sharing sessions” will increase.	<p>12.0.1 <b>Principal</b> will provide information on school improvement objectives for the 2005-2006 school year in a variety of communication media (i.e., print, electronic, telephone, etc.) including the use of parent liaisons and translated materials.</p> <p>12.0.2 <b>Principal and Staff</b> will provide opportunities for families to share information with students and staff about their family background, culture, talents, goals, and needs with the school community at an International Fair.</p> <p>12.0.3 <b>Staff</b> will invite and involve parent participation from the diverse cultures of the Howard High School community.</p> <p>12.0.4 <b>Principal</b> will utilize multiple communication strategies to increase parent participation in the school throughout the school year.</p>	<ul style="list-style-type: none"> <li>● By April 2006, the International Club will host an International Day, involving parents, staff, and students.</li> <li>● Where appropriate, all meetings will show evidence of parent awareness and participation.</li> </ul>	<ul style="list-style-type: none"> <li>● By June 2006, evidence of parent participation school-sponsored information sessions, workshops, conferences, dialogues, and other “sharing sessions” will be available via meeting minutes, session feedback sheets, and other attendance records.</li> </ul>