

01 May 2005 UPDATE
HOWARD COUNTY PUBLIC SCHOOL SYSTEM
SCHOOL IMPROVEMENT PLAN

School Name: Howard High School

School Year 2004-2005

Needs Assessment (Data Analysis)

Student Attendance Rate (Data Analysis)

Howard High School's student attendance rate for the year 2003-2004 was 93.8. This rate was 0.2% below the Maryland State Department of Education (MSDE) "satisfactory" standard of 94% and 2.2% below the "excellent" standard of 96.

The attendance rate for the student population for the first half of 2004-05 was 94.7%. This attendance rate was further disaggregated by quarter, yielding the following results: 1st marking period, 95.3% attendance, as compared to the milestone of 98%; 2nd marking period, 94.1% attendance, as compared to the milestone of 97.5%; and 3rd marking period, 93.6% attendance, as compared to the milestone of 97.0%. 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%, and 94.6%; Grade 10 was 96.4%, 95.2%, and 94.8%; Grade 11 was 95.2%, 94.6%, and 93.2%; and Grade 12 was 93.2%, 91.1%, and 91.1%. Disaggregation by gender and ethnicity was not calculated for the semester.

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 subgroups will have 70% of students at proficient or advanced on the reading 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 2005, the attendance rate will increase from 93.8% to meet or exceed the MSDE "excellent" standard of 96%. Disaggregated attendance rates will increase as follows: <ul style="list-style-type: none"> • Males from 94.3 % to 96% or above • Females from 93.2 % to 96% or above • Asians* will maintain or exceed 96.5 % • African Americans from 93.1 % to 96% or above • Hispanics from 91.9 % to 96% or above • Whites from 93.7 % to 96% or above *(Asian, Pacific Islander, etc.)	1.0.1 Attendance Team will study the root cause of daily attendance problems and recommend intervention. 1.0.2 Administration will continue to monitor and evaluate attendance procedures. 1.0.3 Attendance Team will implement a monthly Attendance Recognition Program 1.0.4 Administration will increase communication with parents by implementing the <i>School Messenger</i> notification system. 1.0.5 Attendance Team will target interventions for students with chronic attendance issues.	<ul style="list-style-type: none"> • By October 31, 2004, the year-to-date attendance rate will meet or exceed 98%. • By January 31, 2005, the year-to-date attendance rate will meet or exceed 97.5%. • By March 31, 2005, the year-to-date attendance rate will meet or exceed 97%. • By June 17, 2005, the year-to-date attendance rate will meet or exceed 96%. 	<ul style="list-style-type: none"> • The MSDE Report Card for the 2004-2005 school year will reflect that the attendance rate will have met or exceeded the MSDE "excellent" standard of 96%.

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

School Name: Howard High School

School Year 2004-2005

Needs Assessment (Data Analysis)

Least Restrictive Environment (Data Analysis)

As of the October 2003 child count Least Restrictive Environment (LRE) data, Howard High School has 57% of its students with disabilities receiving special education services in Code A and 1% 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 80% and LRE-C will be equal to or less than 7%.

As of January 31, 2005, 85% students with disabilities receiving special education services are coded in LRE-A.

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 subgroups will have 70% of students at proficient or advanced on the reading 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 May 2005, the number of students with disabilities receiving special education services in LRE Code A will increase from 57% to 75%.	2.0.1 Special Education Case Managers will review folders of each of their students for accuracy of each student’s data entry sheet. 2.0.2 Special Education Team will review data for students with disabilities receiving special education services at least quarterly. 2.0.3 Special Education Team 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. 2.0.4 Teachers of resource classes 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 Special Education Team will have ongoing, regular discussions about LRE and set “criteria” to be considered for Resource Classes. 2.0.6 Special and General Education Teams will review the master schedule to examine opportunities that exist for co-taught classes. 2.0.7 Special Education Team will review opportunities to decrease the number of Special Education Resource Classes in assessed areas or possibly eliminate them.	<ul style="list-style-type: none"> ● By the end of the 2nd quarter, 60% of students with disabilities receiving special education services will be coded in LRE-A. ● By the end of the 3rd quarter, 70% of students with disabilities receiving special education services will be coded in LRE-A. 	<ul style="list-style-type: none"> ● The May 2005 MSDE LRE report will reflect that 75% of students with disabilities receiving special education services will be coded in LRE-A.

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

School Name: **Howard High School**

School Year **2004-2005**

Needs Assessment (Data Analysis)

High School Assessments (Data Analysis) Note: The term “cut score” was used to indicate the passing score for the HSAs prior to the 2004-2005 school year, so percentages of students passing were reported as “scoring above the cut score.” Actual passing scores have now been established and these scores are used in the objectives, milestones, and evaluations for this school year.

- **English 9 High School Assessment (HSA) - NOTE:** The English HSA will become part of the MSA and be given only to English 10 students as of 2004-05.
- **Biology I High School Assessment (HSA):** In 2004, 75.8% of students taking the Biology I HSA scored above the “cut 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%, and 83.5% respectively for the first three marking periods of 2004-05, exceeding the milestones of 80% for each of those marking periods. In addition, 67.7%, 63%, and 65% of Biology I students passed the Local Assessments for the same time period, falling short of the 80% milestones for each of those three marking periods.
- **Algebra I High School Assessment (HSA):** In 2004, 61.3% of students taking the Algebra I/Data Analysis HSA scored above “cut score” of 412, as compared to 44.2% in 2003. During the first three marking periods of 2004-05, 76.7% (1st marking period), 62% (2nd marking period), and 59% (3rd marking period) Algebra I/ Data Analysis students received report card grades of “C” or better, as compared to the milestones of 80%, 75%, and 75% respectively. Additionally, 72.5% of these students passed the 1st Local Assessment, 55% passed the 2nd, and 64% passed the 3rd as compared to the milestones of 80%, 80%, and 75% respectively.
- **American Government High School Assessment (HSA):** In 2004, 82.2% of students taking the American Government HSA scored above “cut score” of 394, as compared to 71.4% in 2003. In the first three marking periods of 2004-05, 81.4%, 64%, and 76% 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 three quarters. These same students had pass rates of 70.6%, 63%, and 72% on the first three Local Assessments, as compared to the milestones of 85% set for those same assessments.

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 subgroups will have 70% of students at proficient or advanced on the reading 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.	General Strategies 3.0.1(HL) English Teachers and the Reading Specialist will instruct and act as a resource for all instructional staff in developing pre-reading, during-reading, and post-reading activities. 3.0.2(HL) English Teachers will act as a resource for all teachers in producing and grading BCRs and ECRs.	<ul style="list-style-type: none"> • See milestones listed with each curricular area. 	<ul style="list-style-type: none"> • See evaluations listed with each curricular area.

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<i>Objectives (HSA continued)</i>	<i>General Strategies (Continued)</i>	<i>Milestones</i>	<i>Evaluation</i>
	<p>3.0.3 Teachers of HSA assessed classes 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 Teachers will incorporate sessions on test-taking strategies and provide practice-testing situations for all students.</p> <p>3.0.5 Articulation Team will meet with middle schools to assist in developing appropriate student acceleration plans.</p> <p>3.0.6 Teachers of HSA assessed classes will provide instruction and opportunities for review for all students taking the HSA.</p> <p>3.0.7 Teachers will use the HSA format when creating test items.</p> <p>3.0.8 Special Educators will co-teach with general educators where possible to support students with disabilities receiving special education services that are required to take HSAs.</p>		
<i>Objectives (Biology I HSA)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
<p>3.1 By June 2005, at least 80% of all students taking the HSA in Biology I will score above the cut score of 400.</p>	<p>3.1.1(HL) Science Teachers will create technology infused lessons for increasing student motivation and accelerating student growth.</p> <p>3.1.2(HL) Science Teachers 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 Biology I Teachers will use the HSA rubric for grading assignments and lab reports.</p> <p>3.1.4 Biology I Teachers will provide small group assistance during class and after school to students receiving less than a “C” on any interim or report card.</p> <p>3.1.5 Biology I Teachers will administer a practice HSA exam to Biology I students.</p> <p>3.1.6 Science Teachers will utilize pre-reading, during-reading, and post-reading strategies</p>	<ul style="list-style-type: none"> ● By the end of the 1st quarter, at least 80% of students in Biology I will earn a course grade of “C” or better. ● By the end of the 1st quarter, at least 80% of students in Biology I will earn a passing score on the 1st Local Assessment. ● By the end of the 2nd quarter, at least 80% of students in Biology I will earn a course grade of “C” or better. ● By the end of the 2nd quarter, at least 80% of students in Biology I will earn a passing score on the 2nd Local Assessment. ● By the end of the 3rd quarter, at least 80% of students in Biology I will earn a course grade of “C” or better. ● By the end of the 3rd quarter, at least 80% of students in Biology I will earn a passing score on the 3rd Local Assessment. ● By the end of the 4th quarter, at least 80% of students in 	<ul style="list-style-type: none"> ● The 2005 Maryland School Performance Program Report will reflect that at least 80% of all students taking the High School Assessment in Biology I scored above the cut score of 400.

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<i>Objectives (Biology I HSA continued)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
		<ul style="list-style-type: none"> ● Biology I will earn a course grade of “C” or better. ● By the end of 4th quarter, at least 80% of students in Biology I will earn a passing score on the 4th Local Assessment. 	
		<ul style="list-style-type: none"> ● By May 2005, at least 80% of all Biology I students will score at or above the cut score on the practice test. ● By June 2005, at least 80% of students taking the HSA in Biology I will score above the cut score. 	
<i>Objectives (Algebra I/Data Analysis HSA)</i>	<i>Strategies/Activities (Continued)</i>	<i>Milestones (Continued)</i>	<i>Evaluation</i>
<p>3.2 By June 2005, at least 70% of all students taking the HSA in Algebra I/Data Analysis will score above the cut score of 412.</p>	<p>3.2.1(HL) Mathematics Teachers will facilitate and act as a resource to all teachers to develop instructional strategies incorporating math skills into all content areas.</p> <p>3.2.2(HL) Mathematics Teachers will coordinate an intervention program that identifies and assists students who are non-proficient with math skills in assessed areas.</p> <p>3.2.3(HL) Algebra I Seminar Teachers will participate in a Collaboration Teaching Model with Special Educators.</p> <p>3.2.4 Algebra I/ Data Analysis Teachers 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>3.2.5 Algebra I/ Data Analysis Teachers 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>3.2.6 Algebra I/Data Analysis Teachers 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>3.2.7 Algebra I/Data Analysis Teachers will model unit tests after the Algebra I/Data Analysis HSA and HSA rubrics for grading assignments.</p> <p>3.2.8 Mathematics Teachers will utilize pre-reading, during-reading, and post-reading strategies.</p>	<ul style="list-style-type: none"> ● By the end of the 1st quarter, 75% of students in Algebra I/Data Analysis will earn a course grade of “C” or better. ● By the end of the 1st quarter, 80% of students in Algebra I/Data Analysis will earn a passing score on the HCPSS Local Assessment in Algebra I/Data Analysis. ● By the end of the 2nd quarter, 75% of students in Algebra I/Data Analysis will earn a course grade of “C” or better. ● By the end of the 2nd quarter, 80% of students in Algebra I/Data Analysis will earn a passing score on the HCPSS Local Assessment in Algebra I/Data Analysis. ● By the end of 3rd quarter, 75% of students in Algebra I/Data Analysis will earn a course grade of “C” or better. ● By the end of the 3rd quarter, 80% of students in Algebra I/Data Analysis will earn a passing score on the HCPSS Local Assessment in Algebra I/Data Analysis. ● By the end of the 4th quarter, 75% of students in Algebra I/Data Analysis will earn a course grade of “C” or better. ● By May 2005, at least 75% of all Algebra I/Data Analysis students will score at or above the cut score on the practice test. ● By June 2005, 75% of students in Algebra I/Data Analysis will earn a passing score on the HCPSS Local Assessment. ● By June 2005, 70% of students taking the HSA in 	<ul style="list-style-type: none"> ● The 2005 Maryland School Performance Program Report will reflect that at least 70% of all students taking the High School Assessment in Algebra I/Data Analysis scored above the cut score of 412.

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		Algebra 1/Data Analysis will score above the cut score.	
<i>Objectives (American Government HSA)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
3.3 By June 2005, at least 85% of all students taking the HSA in American Government will score above the cut score of 394.	<p>3.3.1(HL) Social Studies Teachers will instruct students how to develop constructed response answers.</p> <p>3.3.2(HL) Social Studies Teachers will engage students in guided inquiry of social studies problems.</p> <p>3.3.3(HL) Social Studies Teachers will develop Learner-Centered Instructional Practices.</p> <p>3.3.4 American Government Teachers 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>3.3.5 American Government Teachers 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>3.3.6 American Government Teachers will use the HSA rubric for grading assignments as often as possible.</p> <p>3.3.7 Social Studies Teachers will utilize pre-reading, during-reading, and post-reading strategies.</p>	<ul style="list-style-type: none"> ● By the end of the 1st quarter, 85% of students in American Government will earn a course grade of “C” or better. ● By the end of the 1st quarter, 85% of students in American Government will earn a passing score on the First Quarter Local Assessment. ● By the end of the 2nd quarter, 85% of students in American Government will earn a course grade of “C” or better. ● By the end of the 2nd quarter, 85% of students in American Government will earn a passing score on the Local Midterm Assessment. ● By the end of the 3rd quarter, 85% of students in American Government will earn a course grade of “C” or better. ● By the end of 3rd quarter, 85% of students in American Government will earn a passing score on the Third Quarter Local Assessment. ● By the end of the 4th quarter, 85% of students in American Government will earn a course grade of “C” or better. ● By June 2004, 85% of students in American Government will earn a passing score on the Local Final Assessment. ● By June 2004, 85% of students taking the HSA in American Government will score above the cut score. 	<ul style="list-style-type: none"> ● The 2005 Maryland School Performance Program Report will reflect that at least 85% of all students taking the HSA in American Government scored above the cut score of 394.

HOWARD COUNTY PUBLIC SCHOOL SYSTEM
SCHOOL IMPROVEMENT PLAN

School Name: Howard High School

School Year 2004-2005

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 subgroups will have 70% of students at proficient or advanced on the reading 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 increase to 22% of the student population or above.	4.0.1 AP Teachers will advertise AP course opportunities before registration. 4.0.2 AP Teachers 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 AP Teachers will place AP course updates in the “Main Events” and guidance newsletters. 4.0.4 Counselors will place AP registration information on the school’s website. 4.0.5 Administrative Team will work to eliminate scheduling conflicts involving AP courses. 4.0.6 Instructional Team Leaders and Freshman Counselor 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. 4.07 Administrative Team 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"> By September 2005, the rate of enrollment in Advanced Placement classes will increase to 22% of the student population or higher. 	<ul style="list-style-type: none"> Data obtained from the 2005-2006 Howard High School MacSchool® Scheduling Module will reflect an overall increase in enrollment in Advanced Placement classes to 22% of the student population or higher.

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<i>Objectives (AP Exam Participation)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
4.1 By May 13, 2005, the rate of students taking AP exams will increase from the 2003-04 rate of 9.2% to 10% or above.	<p>4.1.1 AP Coordinator, Counselors, Instructional Team Leaders, GT Specialist, and Media Staff will use a variety of media to advertise information related to taking AP exams.</p> <p>4.1.2 AP Teachers will send a letter to parents of students enrolled in AP courses to promote their sitting for AP exams.</p> <p>4.1.3 Administration will place a notice on 2nd quarter reports reminding students to register for AP exams.</p> <p>4.1.4 Counselors and Instructional Staff will assist students in obtaining resources needed to pay for the AP exams.</p>	<ul style="list-style-type: none"> ● By June 2005, the rate of students taking Advanced Placement exams will increase from the 2003-2004 participation rate of 9.2% to 10% or above. 	<ul style="list-style-type: none"> ● The ETS Report for 2004-2005 will reflect an increase in the rate of students taking Advanced Placement exams from the 2003-2004 participation rate of 9.2% to 10% or above.
<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 to a rate of 75% or above.	<p>4.2.1 AP Teachers will provide groups study/review sessions for AP students.</p> <p>4.2.2 AP Teachers 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 AP Teachers will provide study packets related to AP exams for use in class and for homework.</p> <p>4.2.4 AP Teachers will offer simulated AP test opportunities.</p> <p>4.2.5 AP Teachers will develop and implement an Advanced Placement Recognition Program.</p>	<ul style="list-style-type: none"> ● By April 2005, at least 75% of students taking practice AP exams will achieve a score of 3 or higher. ● By June 2005, the rate of students achieving a score greater than or equal to 3 on AP exams will increase from the previous year's rate of 66% to 75% or above. 	<ul style="list-style-type: none"> ● The ETS Report for 2004-2005 will reflect an increase in the rate of students achieving a score of greater than or equal to 3 on Advanced Placement exams from the previous year's rate of 66% to 75% or above.
<i>Objectives (AP Scores 4 or above)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
4.3 By May 14, 2005, the rate of students scoring greater than or equal to 4 on AP exams will increase to a rate of at least 40%.	<p>4.3.1 AP Teachers will provide groups study/review sessions for AP students.</p> <p>4.3.2 AP Teachers 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>4.3.3 AP Teachers will provide study packets related to AP exams for use in class and for homework.</p> <p>4.3.4 AP Teachers will offer simulated AP test opportunities.</p> <p>4.3.5 AP Teachers will develop and implement an Advanced Placement Recognition Program.</p>	<ul style="list-style-type: none"> ● By April 2005, at least 40% of students taking practice AP exams will achieve a score of 4 or higher. ● By June 2005, the rate of students achieving a score greater than or equal to 4 on AP exams will increase from the previous year's rate of 36% to 40% or above. 	<ul style="list-style-type: none"> ● The ETS Report for 2004-2005 will reflect an increase in the rate of students achieving a score of greater than or equal to 4 on Advanced Placement exams from the previous year's rate of 36 to 40% or above.

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

School Name: **Howard High School**

School Year **2004-2005**

Needs Assessment (Data Analysis)

Scholastic Aptitude Test I (Data Analysis)

The rate of Howard High School seniors taking the Scholastic Aptitude Test I (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 subgroups will have 70% of students at proficient or advanced on the reading and mathematics Maryland School Assessment.

Objectives	Strategies/Activities (Person Responsible)	Milestones (timelines)	Evaluation
<i>Objectives (SAT Participation)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
5.0 By June 2005, the rate of participation for the Class of 2005 on the SAT I will increase from the 2003-04 rate of 69% to 80% or higher with no subgroup having less than 60% participation.	5.0.1 Counselors and Instructional Staff will provide course selection to include SAT Prep. 5.0.2 Counselors and Instructional Staff will provide SAT workshops for students and parents. 5.0.3 Counselors and instructional Staff will provide announcements on SAT testing.	<ul style="list-style-type: none"> ● By October 2004, 65% of seniors will have taken the SAT I. ● By November 2004, 70% of seniors will have taken the SAT I. ● By December 2004, 75% of seniors will have taken the SAT I. ● By January 2005, 80% of seniors will have taken the SAT I. 	<ul style="list-style-type: none"> ● The Howard County Public School System SAT Briefing Document will reflect that 80% of the students in the Class of 2005 participated in the SAT I with no subgroup have less than 60% participation.
<i>Objectives (SAT Verbal)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
5.1 By June 2005, the percent of students from the Class of 2005 scoring at least 600 on the verbal portion of the SAT I will increase from the 2003-04 rate of 23% to 30% or greater.	5.1.1(HL) English Teachers and Reading Specialist will instruct and act as resource for all instructional staff in developing pre-, during-, and post-reading activities. 5.1.2(HL) English Teachers will provide quality preparation for the SAT argumentative essay. 5.1.3(HL) English Teachers will implement the GT differentiated curriculum (outlined in the HCPSS Essential Curriculum) for GT English classes. 5.1.4(HL) English Teachers will coordinate a school-wide SAT Vocabulary Program. 5.1.5 English Teachers will provide student with a structured vocabulary program.	<ul style="list-style-type: none"> ● By the end of the 2nd quarter, students scoring 600 or above on the verbal portion of a practice SAT I will increase. 	<ul style="list-style-type: none"> ● The 2005 ETS Report will reflect an increase from 23% of students from the Class of 2005 scoring 600 or above on the verbal portion of the SAT I to 30% or greater.

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<i>Objectives (SAT Verbal continued)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
	5.1.6 English Teachers will insure that students participate on a practice SAT I .		
<i>Objectives (SAT Mathematics)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
5.2 By June 2005, the percent of students from the Class of 2005 scoring at least 600 on the mathematics portion of the SAT I will increase from the 2003-04 rate of 31% to 35% or greater.	5.2.1(HL) Mathematics Teachers will facilitate and act as a resource to all teachers to develop instructional strategies incorporating math skills into all content areas. 5.2.2 HCPSS Office of Mathematics Instruction will continue to provide professional development to mathematics teachers on preparing students for the SAT I. 5.2.3 Mathematics Teachers will incorporate daily practice problems in lessons.	<ul style="list-style-type: none"> By the end of the 2nd quarter, students scoring 600 or above on the mathematics portion on a practice SAT I will increase. 	<ul style="list-style-type: none"> The 2005 ETS Report will reflect an increase from 31% of students from the Class of 2005 scoring 600 or above on the mathematics portion of the SAT I to 35% or greater.

HOWARD COUNTY PUBLIC SCHOOL SYSTEM
SCHOOL IMPROVEMENT PLAN

School Name: Howard High School

School Year 2004-2005

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 1st, 2nd, and 3rd 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 2nd marking period and 81% for the 3rd marking period, exceeding the milestones of 70%. It must be noted that there was no Local Assessment for English 10 during 1st marking period 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 subgroups will have 70% of students at proficient or advanced on the reading 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 By June 2005, the percentage of all students taking the MSA in English 10 scoring in the “Advanced” or “Proficient” ranges will be 70% or higher.	6.0.1(HL) English Teachers will develop and implement school-wide strategies that will assist all instructional staff in producing and grading BCRs and ECRs. 6.0.2(HL) English Teachers and Reading Specialist will instruct and act as a resource for all instructional staff in developing pre-reading, during-reading, and post-reading activities. 6.0.3 All Teachers will participate in ongoing professional development in Reading in the Secondary Content Areas. 6.0.4 All Teachers will present new vocabulary in a manner consistent with content. 6.0.5 Each Instructional Team will utilize pre-reading, during-reading, and post-reading strategies. 6.0.6 All Teachers will utilize computers and other instructional technology whenever possible to accelerate instruction of reading and	<ul style="list-style-type: none"> By the end of the 1st quarter, at least 70% of English 10 students will earn a course grade of “C” or better. By the end of the 2nd quarter, at least 70% of English 10 students will earn a course grade of “C” or better. By the end of the 2nd quarter, at least 70% of all English 10 students will earn a passing score on the Local Assessment. 	<ul style="list-style-type: none"> By June 2005, the percentage of all students taking the English 10 MSA scoring in the “Advanced” or “Proficient” ranges will be 70% or higher.

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	English skills for all students.		
Objectives (MSA English 10 continued)	Strategies/Activities (Continued)	Milestones	Evaluation
	<p>6.0.7 Special Education Team will devote one meeting per month to discuss MSA data, practices, strategies, and current information.</p> <p>6.0.8 Special Educators 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. 6.0.9 Special Educators will devote tutorial time to curriculum-related interventions and support related to reading and English concepts.</p> <p>6.0.10 Teachers of students with disabilities receiving special education services who are seeking diplomas will incorporate instructional activities and test-taking strategies related to the English 10 MSA across content classes.</p> <p>6.0.11 Teachers of students with disabilities receiving special education services who are seeking diplomas will analyze quarterly assessments and MSA-type activities to plan instruction and interventions.</p> <p>6.0.12 Special Education Team will review opportunities to decrease the number of resource classes in assessed areas or eliminate them.</p> <p>6.0.13 (HL) Mentor Teacher will act as a resource for new teachers in lesson and assessment development, classroom management, etc.</p>	<ul style="list-style-type: none"> ● By the end of the 3rd quarter, at least 70% of English 10 students will earn a course grade of “C” or better. ● By the end of the 3rd quarter, at least 70% of all English 10 students will earn a passing score on the Local Assessment. ● By April 30, 2005, at least 70% of all English 10 students will score in the “Advanced” or “Proficient” ranges on a practice MSA. ● By the end of the 4th quarter, at least 70% of English 10 students will earn a course grade of “C” or better. ● By the end of the 4th quarter, at least 70% of all English 10 students will earn a passing score on the Local Assessment. ● By June 2005, at least 70% of all English 10 students will score in the “Advanced” or “Proficient” ranges on the MSA. 	
Objectives (MSA Geometry)	Strategies/Activities	Milestones	Evaluation
6.1 By June 2005, the percentage of students taking the geometry MSA scoring “Advanced” and “Proficient” will be 70% or greater while the percentage of students in all subgroups scoring	<p>6.1.1(HL) Mathematics Teachers will facilitate and act at a resource to all teachers to develop instructional strategies incorporating math skills into all content areas.</p> <p>6.1.2(HL) Mathematics Teachers will coordinate an intervention program that identifies and assists students who are non-proficient with math skills in assessed areas.</p> <p>6.1.3 Geometry Teachers will participate in ongoing, after school</p>	<ul style="list-style-type: none"> ● By the end of the 1st quarter, at least 70% of all geometry students will earn a course grade of “C” or better. ● By the end of the 1st quarter, 70% of all geometry 	<ul style="list-style-type: none"> ● By June 2005, the percentage of all students scoring in “Advanced” or “Proficient” on the Geometry MSA will increase to 70% or higher. <p>NOTE: Additional</p>

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<p>“Advanced” or “Proficient” increase as indicated on the next page.</p>	<p>professional development to hone their skills in using cooperative learning and differentiated instruction strategies to assist with group work in class.</p>	<p>students will earn a passing score on the Local Assessment</p>	<p>“Evaluation” items are located on the next page.</p>
<p>Objectives (MSA Geometry continued)</p>	<p>Strategies/Activities (Continued)</p>	<p>Milestones</p>	<p>Evaluation</p>
<ul style="list-style-type: none"> • Asians* from 70% to 80% or higher. • African Americans from 42.6% to 60% or higher. • Hispanics will remain at 100% • Whites from 67.7% to 75% or higher. • Special Education students from 15.4% to 60% or higher. • FARMS students from 37.5% to 60% or higher. <p>*(Asians, Pacific Islanders, etc.)</p>	<p>6.1.4 Geometry Teachers will use unit tests that follow the format of the MSDE geometry assessment.</p> <p>6.1.5 Geometry Teachers and Special Educators will co-teach geometry classes where possible.</p> <p>6.1.6 Geometry Teachers will work in a collaborative team to plan instruction and develop assessments.</p> <p>6.1.7 Geometry Teachers will accompany the mathematics resource teacher to observe exemplary geometry instruction.</p> <p>6.1.8 Geometry Teachers will use the Cognitive Tutor software to enhance student understanding of geometric concepts.</p> <p>6.1.9 Geometry Teachers will keep current a student support plan for all students who receive less than a “C” on any interim report or report card in geometry.</p> <p>6.1.10 Geometry Teachers will integrate into instruction the use of graphing calculators to solve real-world problems.</p> <p>6.1.11 Special Education Team will devote one meeting per month to discuss MSA data, practices, strategies, and current information.</p> <p>6.1.12 Special Educators will co-teach with general educators where possible to support students with disabilities receiving special education services who are required to take the Geometry MSA.</p> <p>6.1.13 Teachers of students with disabilities receiving special education services who are taking geometry will incorporate instructional activities and test-taking strategies related to the Geometry MSA.</p> <p>6.1.14 Special Educators will devote tutorial time to curriculum-related interventions and support related to geometry.</p> <p>6.1.15 Teachers of students with disabilities receiving special education services who are taking geometry will analyze quarterly assessments and MSA-type activities to plan instruction and interventions to prepare those students for the geometry MSA.</p> <p>6.1.16 (HL) Mentor Teacher will act as a resource for new teachers in lesson and assessment development, classroom management, etc.</p>	<ul style="list-style-type: none"> • By the end of the 2nd quarter, at least 70% of all geometry students will earn a course grade of “C” or better. • By the end of the 2nd quarter, at least 70% of all geometry students will earn a passing score on the Local Assessment. • By the end of the 3rd quarter, at least 70% of all geometry students will earn a course grade of “C” or better. • By May 2005, at least 70% of all geometry students will score “Advanced” or “Proficient” on a practice geometry assessment. • By the end of the 3rd quarter, at least 70% of all geometry students will earn a course grade of “C” or better. • By the end of the 4th quarter, at least 70% of all geometry students will earn a passing score on the Local Assessment. • By June 2005, at least 70% of all Geometry students will score in the “Advanced” or “Proficient” ranges on the MSA. 	<ul style="list-style-type: none"> • By June 2005, the percentage of students in the all subgroups scoring “Advanced” or “Proficient” on the geometry MSA will increase as follows: <ul style="list-style-type: none"> • Asians* from 70% to 80% or higher. • African Americans from 42.6% to 60% or higher. • Hispanics will remain at 100% • Whites from 67.7% to 75% or higher. • Special Education students from 15.4% to 60% or higher. • FARMS students from 37.5% to 60% or higher.

01 May 2005 UPDATE

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

School Name: Howard High School

School Year 2004-2005

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 subgroups will have 70% of students at proficient or advanced on the reading and mathematics Maryland School Assessment.

Objectives	Strategies/Activities (Person Responsible)	Milestones (timelines)	Evaluation
<i>Objective ONE (STUDENTS)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
7.0 By June 2005, 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 Administration will create an abridged version of the Student Code of Conduct for the Student Handbook. 7.0.2 Character Education Committee will post copies of the Howard High School Honor Code and make a presentation to students about its importance. 7.0.3 International Club will sponsor an International Day, involving the participation of parents, staff, and students, by April 2005. 7.0.4 SHOP will coordinate PROM PROMISE in April 2005. 7.0.5 Safety Committee will coordinate a MADD assembly by February 2005. 7.0.6 Guidance Counselors will coordinate registration of peer mediators to attend a training workshop in the summer, 2005. 7.0.7 Staff will continue all student recognition programs. 7.0.8 Principal will create a Principal's Advisory by February 01, 2005.	<ul style="list-style-type: none"> ● By February 01, 2005, institute a Principal's Advisory, composed of a cross-section of students, to discuss academic and safety issues regarding Howard High School. ● By June 01, 2005, conduct a survey to determine what percentage of students feel that Howard High School is a safe, spirited, and drug-free environment. 	<ul style="list-style-type: none"> ● Results of the June 2005 survey will indicate that a majority of students feel Howard High School provides a safe and drug-free environment. ● 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.

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

School Name: Howard High School

School Year 2004-2005

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 1st, 64 during the 2nd, and 59 during the 3rd marking period. Of the 147 students suspensions, 82 were 9th graders (10, 47, and 25 for each marking period respectively), 22 were 10th graders (4, 5, and 13), 26 were 11th graders (8, 8, and 10), and 16 were 12th 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 subgroups will have 70% of students at proficient or advanced on the reading 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 2005, the number of students suspended will be reduced from the 2003-2004 total of 98.	8.0.1 Administration will facilitate the formation of Professional Learning Communities, designed to address the issue of cultural proficiency. 8.0.2 Howard High Administration will establish and maintain strong alliances with the home following a behavioral incident. 8.0.3 Staff will utilize the Student Support Team and Alternative Education Programs to identify causes of disruptive behaviors and create Intervention Plans. 8.0.4 Administration will form a 9 th -Grade Team that will create attendance and disciplinary policies that will take effect in September 2005.	<ul style="list-style-type: none"> Quarterly in-house suspension data will indicate a decreasing trend in the student suspension rate. 	<ul style="list-style-type: none"> By June 2005, the number of students suspended will be reduced from the 2003-2004 total of 98 as indicated by the HCPSS Disruptive Youth Report (Suspension Data).

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

School Name: Howard High School

School Year 2004-2005

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 subgroups will have 70% of students at proficient or advanced on the reading and mathematics Maryland School Assessment.

<i>Objective ONE (STAFF)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
9.0 By June 2005, 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 Administration will facilitate the formation of Professional Learning Communities to address many issues, including cultural proficiency. 9.0.2 Safety Committee will initiate “Safe Zones” throughout the school. 9.0.3 Howard High Administration 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"> • By September 2004, new employees will be provided packets and reference materials on all policies affecting a “safe school” environment. 	<ul style="list-style-type: none"> • 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 2005, 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.

HOWARD COUNTY PUBLIC SCHOOL SYSTEM SCHOOL IMPROVEMENT PLAN

School Name: Howard High School

School Year 2004-2005

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 subgroups will have 70% of students at proficient or advanced on the reading and mathematics Maryland School Assessment.

Objectives	Strategies/Activities (Person Responsible)	Milestones (timelines)	Evaluation
<i>Objective TWO (STAFF)</i>	<i>Strategies/Activities</i>	<i>Milestones</i>	<i>Evaluation</i>
10.0 By June 2005, 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 Administration will facilitate the formation of Professional Learning Communities to address the issue many issues, including cultural proficiency. 10.0.2 Howard High Administration 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. 10.0.3 Content Area Supervisors 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"> • By September 2004, all departments will have Action Plans to increase achievement for all groups of students. • By January 2005, professional development training on promoting equitable school environment for all cultures will be presented. 	<ul style="list-style-type: none"> • By June 2005, 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.

HOWARD COUNTY PUBLIC SCHOOL SYSTEM SCHOOL IMPROVEMENT PLAN

School Name: Howard High School

School Year 2004-2005

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 subgroups will have 70% of students at proficient or advanced on the reading 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 2005, 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 Principal 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 Staff 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"> • By September 2005, all students will receive a copy of the 2005 Parent/Student Handbook. • 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. 	<ul style="list-style-type: none"> • By June 2005, 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.

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

School Name: **Howard High School**

School Year **2004-2005**

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 subgroups will have 70% of students at proficient or advanced on the reading 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 2005, parent participation in school-sponsored information sessions, workshops, conferences, dialogues, and other “sharing sessions” will increase.	12.0.1 Principal will provide information on school improvement objectives for the 2004-2005 school year in a variety of communication media (i.e., print, electronic, telephone, etc.) including the use of parent liaisons and translated materials. 12.0.2 Principal and Staff 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. 12.0.3 Staff will invite and involve parent participation from the diverse cultures of the Howard High School community. 12.0.4 Principal will utilize multiple communication strategies to increase parent participation in the school throughout the school year.	<ul style="list-style-type: none"> ● By April 2005, the International Club will host an International Day, involving parents, staff, and students. ● Where appropriate, all meetings will show evidence of parent awareness and participation. 	<ul style="list-style-type: none"> ● By June 2005, 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.