

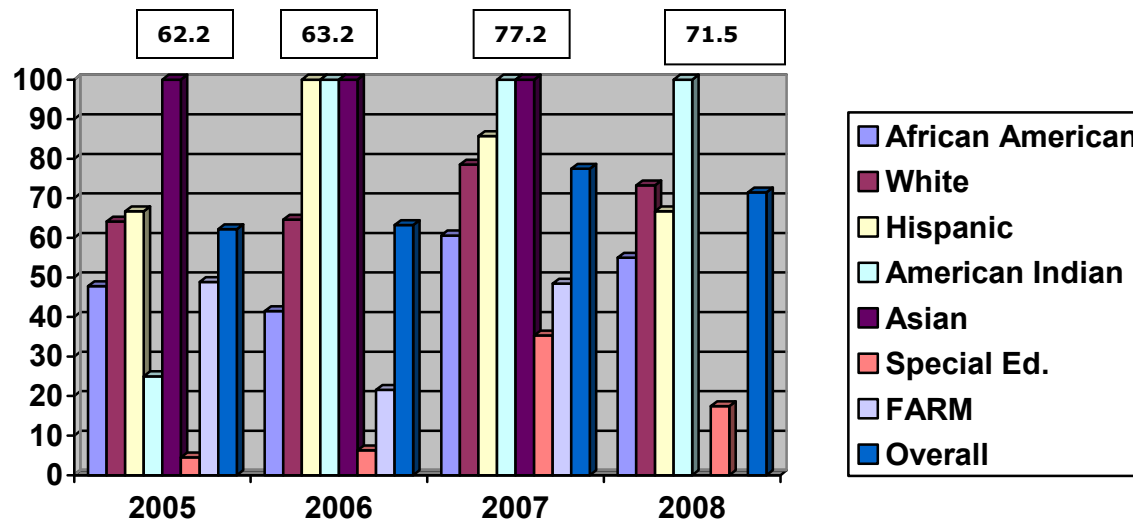
(Chopticon High School)  
School Improvement Plan 2008-2009

**READING/ENGLISH**

**SMCPS Master Plan Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**School Performance Targets: Each school will meet or exceed all state established Annual Measurable Objectives (AMO's) for reading in 2009. *Elementary-76.5%, Middle-75.9%, High-65.8%***

**Percentage of Students Passing English 2 HSA**



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**Needs Assessment** *(Narrative based on data that includes the identification of root causes)*

Based upon analysis of 2007-2008 quarterly, midcourse and end of course assessments, deficiencies were noted in the following skill areas:

**Narrative:**

- Extending and/or developing meaning by explaining the implication of the text for the reader or contemporary society.
- Determining the speaker, organization, sentence structure, diction, etc. in order to reveal an author's purpose.
- Using pre-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose, and making predictions.
- Using appropriate during-reading strategies in order to: make connections between ideas in the text and relevant prior knowledge, identify organizational patterns within the text, and identify the meaning of above-grade level words as they are used in context.
- Employing appropriate after-reading strategies including summarizing, comparing, contrasting, synthesizing significant ideas in the text and drawing conclusions.
- Identifying the contributions of plot, character, setting, conflict, point of view when constructing the meaning of a text.
- Determine how the speaker, organization, sentence structure, word choice, tone, rhythm, and imagery reveal the meaning of a text and the author's purpose.
- Identify and discuss universal and common experiences as a source of literary themes that cross time and cultures.
- Implementations of effective rhetorical strategies in the composition of persuasive texts that support, modify, or refute a position.
- Identifying sources of information on a self-selected and/or given topic and assessing their appropriateness to accomplish a purpose.
- Using available resources to correct or confirm revisions and/or editorial choices
- Editing texts for clarity, spelling, capitalization, and punctuation.
- Expanding sentences by positioning phrases and clauses to accomplish a purpose.
- Recognizing, combining, and transforming basic sentence patterns to vary sentence structure, to emphasize selected ideas, and to achieve syntactic maturity.

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**School Improvement Goal** *(Aligned to the Needs Assessment)*

- The percentage of all students passing the English 2 HSA will increase by 15%.
- Utilizing Performance Matters 2 data, teachers will target instruction on areas of student weakness.
- Teachers will identify and target student groups/sub groups scoring at the basic level.
- Instructional Leaders will provide support and professional development to teachers as necessary.

H.S.A. English II	2008 Percentage	2008 Student #	GOAL 2009 Percentage	GOAL 2009 Student #
All Students	71.5		87	
American Indian / Native Alaskan	100		100	
African American	55		70	
Asian / Pacific Islander			-	
White	73.3		88	
Hispanic	66.7		82	
Special Ed.	17		65.8	
Economically Disadvantaged.			-	
Limited English Proficient			-	

2009 Cohort	Percentage Met All	Number Not Met All
All Students		
American Indian / Native Alaskan		
African American		
Asian / Pacific Islander		
White		
Hispanic		
Special Ed.		
Economically Disadvantaged.		
Limited English Proficient		

**Narrative:**

<b>Strategies and Activities</b> <i>(Aligned to needs assessment and school improvement goal)</i>	<b>Specific Action Steps</b>	<b>Student Groups Targeted</b>	<b>Timeline/Frequency</b>	<b>Person Responsible</b>	<b>Evaluation/Evidence of student achievement</b> <i>(Based on data)</i>
<b>Core Instructional Model and Supporting Structures Tier 1</b>					
<b>Strategies and activities that address the needs of all students and staff</b>					
Utilize Performance Matters data to assess student achievement and guide instruction	Teachers will conduct data conversations to analyze student progress and share instructional strategies.	All students	Monthly meetings	English teachers	Student scores will move from basic to proficient and/or from proficient to advanced.

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Teachers will use on-going formative assessments to evaluate and guide instruction.	Teachers will analyze data to inform instruction	All students	Monthly meetings	English teachers	Improved levels of student proficiency, especially in targeted areas.
SMARTBoards will be used in 10 <sup>th</sup> grade English classes.	SMARTBoards will be used to enhance instruction	All students	Monthly meetings	English teachers	Improved levels of proficiency in the special education population.
<b>Supplemental Programs Tier 2</b> <i>Provided to majority of students in addition to the regular instructional program</i>					
Targeted students will be enrolled in Academic Literacy to receive supplemental instruction in reading and writing skills on an individualized/small group level.	Students will receive supplemental instruction in reading and writing skills on an individualized/small group level	Students performing below grade level and who are struggling with writing skills	Daily instruction  Enrollment by semester	Academic Literacy teacher  Michelle Gallant Wall, Instructional Resource Teacher	Improved scores on county, state, and standardized assessments.
English Teachers will be implementing an after-school intervention session.	English teachers will identify students through Performance Matters 2 who have significant deficiencies on quarterly assessments.	Low performing students identified through Performance Matters 2	First Semester	All English 2 Teachers  Wallace Roberts, grant funding	Improved scores on identified indicators that have been found to be problematic.

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**Intervention/Enrichment Programs**

**Tier 3**

***Systematic, intensive instruction for targeted students based upon need***

Schedule pull-out program for students who do not receive proficient scores on the English 2 HSA.	Students will be identified and placed in this course if their scores fall below proficiency.	Students who did not pass the English 2 HSA	August - September	English teachers Alice Willingham  Counselors  IRT  Assistant Principals	Proficient Scoring
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**Professional Development Planner Aligned with SIP Goal**

<b>Goals</b>	<b>Learning Activities</b>	<b>Follow Up</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
<i>What are the goals for the professional development activity? How will staff be involved in establishing learning goals?</i>	<i>What is the process and design of the professional development? What strategies will be employed?</i>	<i>What follow-up will occur? When will it occur?</i>	<i>Identify the person(s) who are responsible for the professional development.</i>	<i>How will you evaluate the impact on instruction?</i>
All English teachers will work in Professional Learning Communities to discuss scope and sequence, student progress, evidence of learning, differentiation, and reading/writing/testing skills.	Training for new and emerging technologies (including eSchoolPlus and Performance Matters 2)	Refresher training sessions by appropriate school system personnel will be offered as necessary	Ms. Young, English Dept. Chair Dr. Lymas, Supervisor of English Michelle Gallant Wall, Resource Teacher  Assistant Principal	Monthly meeting logs and/or quarterly action plans

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<p>Teachers will effectively work together with the common goal of improving HSA scores through common assessments, rubrics, and planning</p>	<p>Training for PLCs</p>	<p>Monthly PLC meetings</p>	<p>Professional Learning Communities Lead Teacher</p>	<p>Assistant principals will monitor on a regular basis</p>
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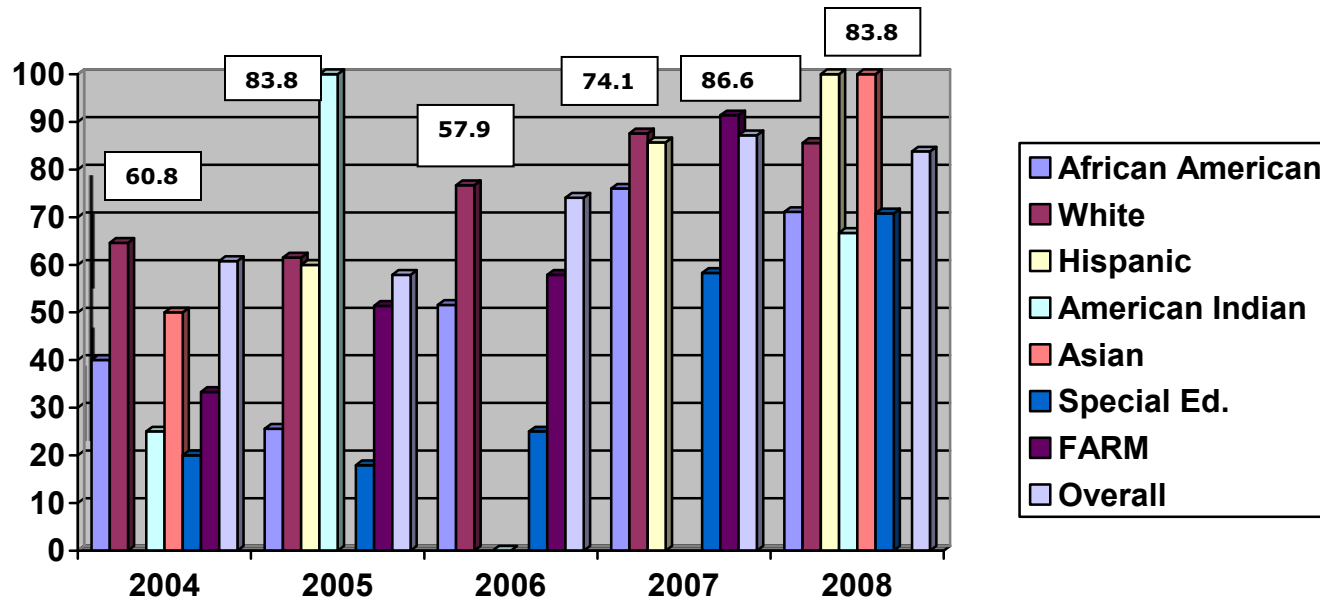
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**MATHEMATICS**

**SMCPS Master Plan Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**School Performance Targets: Each school will meet all state established Annual Measurable Objectives (AMO's) for mathematics in 2009. *Elementary-74.2%, Middle-64.3%, High-56.1%***

**Percentage of Students Passing Algebra HSA**



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School Improvement Plan 2008-2009**

**Needs Assessment** *(Narrative based on data that includes the identification of root causes)*

Based upon analysis of 2007-2008 quarterly, midcourse and end of course assessments, deficiencies were noted in the following skill areas for Algebra I:

- Applying addition, subtraction, multiplication, and/or division of algebraic expression to mathematical and real-world problems.
- Representing patterns and/or functional relationships in a table, as a graph, and/or by mathematical expression.
- Applying formulas and/or use matrices to solve real-world problems.
- Determining the equation for a line, solving linear equations, describing solutions using numbers, symbols and graphs.

**School Improvement Goal** *(Aligned to the Needs Assessment)*

- The percentage of all students passing the Algebra HSA using county benchmark tests will increase by 10%.
- Teachers will target instruction in areas of student deficiencies.
- Teachers will identify and target student groups/sub groups scoring at the basic level.
- Instruction Leaders will provide support and professional development to teachers as necessary.

<b>H.S.A. Mathematics</b>	<b>2008 Percentage</b>	<b>2008 Student #</b>	<b>GOAL 2009 Percentage</b>	<b>GOAL 2009 Student #</b>
All Students	83.8		94	
American Indian / Native Alaskan	66.7		77	
African American	71.1		81	
Asian / Pacific Islander	100		100	
White	85.6		96	
Hispanic	100		100	
Special Ed.	70.8		81	
Economically Disadvantaged.	-		-	
Limited English Proficient	-		-	

<b>2009 Cohort</b>	<b>Percentage Met All</b>	<b>Number Not Met All</b>
All Students		
American Indian / Native Alaskan		
African American		
Asian / Pacific Islander		
White		
Hispanic		
Special Ed.		
Economically Disadvantaged.		
Limited English Proficient		

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**Narrative:**

<b>Strategies and Activities</b> <i>(Aligned to needs assessment and school improvement goal)</i>	<b>Specific Action Steps</b>	<b>Student Groups Targeted</b>	<b>Timeline/Frequency</b>	<b>Person Responsible</b>	<b>Evaluation/Evidence of student achievement</b> <i>(Based on data)</i>
<b>Core Instructional Model and Supporting Structures Tier 1</b>					
<b><i>Strategies and activities that address the needs of all students and staff</i></b>					
Utilize Performance Matters 2 data to assess student achievement and guide instruction.	PLC meetings devoted to data assessment and instructional strategy sharing.	All students	Monthly meetings	Algebra I, HSA Remediation teacher, Algebra/Geometry Course B and teachers  Alex Jaffurs. County math specialist	Student scores will move from basic to proficient and/or from proficient to advanced.
Use SMCPS student longitudinal data to aid in correct course placement	Department chair and classroom teachers will access data.	All students	June, August, January	Department chair and Guidance	Student proficiency will improve
Teachers will use on-going formative assessments to evaluate and guide instruction.	Data conversation will be conducted to assess students' progress.	All students	Weekly	Algebra I and Algebra/Geometry Course B teachers	Improved levels of student proficiency, especially in targeted areas.
SMARTBoards will be used all math classes	SMARTBoards will be used to enhance instruction.	All students	Weekly	All math teachers	Improved levels of proficiency.

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Regularly scheduled after school review sessions established prior to Spring/HSA administration	Department members will provide indicator-specific review sessions	All students	Second Semester	All HSA course teachers	Improved scores on identified indicators
SMCPS Curriculum aligned with new textbooks	Department members are serving on SMCPS Math Curriculum Committees	All students	Current school year	Mathematics County Supervisor Alex Jaffurs  Teachers	Improved scores on identified indicators
HSA synthesizers and graphing calculators will be provided for all students in HSA testing course.	Teachers will coordinate plans for using synthesizers	All students	Weekly	Alex Jaffurs Supervisor  Teachers	Improved scores on identified indicators
<b>Supplemental Programs Tier 2</b>					
<b><i>Provided to majority of students in addition to the regular instructional program</i></b>					
Continuance of HSA remediation course and pull-out tutoring for students who passed Algebra/Course B but did not pass the HSA.	Students who did not pass the HSA are scheduled into specific classes for remediation.	Students with Algebra HSA scores less than 412.	August – September	Karen Ensminger, Department Chair	Target students' success on HSA exam.

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**Intervention/Enrichment Programs**

**Tier 3**

***Systematic, intensive instruction for targeted students based upon need***

Algebra teachers will implement an after school program for students who fail the first semester of Algebra.	Students will be identified for after school intervention based upon their academic performance and teacher recommendation.	Students receiving a failing grade in Algebra first semester	Spring 2009	Danny Reed Karen Ensminger Assistant Principal	Successful completion of course  Improved HSA scores
Establishment of MSDE on-line course for students	Use at home and after school for on-line instruction.	Students in need of remediation for HSA	Fall, 2008	Nancy Lewis	Improved HSA scores
Continuation of Accelerated Algebra Course	Students will be identified by middle school teachers as in need of academic support for success in Algebra I	Identified students needing extra assistance in Algebra I.	Spring 2009	Karen Ensminger, Department chair  Guidance	Improved scores on identified indicators
Intense pull-out after school indicator-specific instruction	Remediation teacher to provide HSA review sessions	Students with HSA scores greater than 390 but less than 412	First semester	HSA remediation teacher	Student success on October HSA Administration.

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**Professional Development Planner Aligned with SIP Goal**

<b>Goals</b>	<b>Learning Activities</b>	<b>Follow Up</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
<i>What are the goals for the professional development activity? How will staff be involved in establishing learning goals?</i>	<i>What is the process and design of the professional development? What strategies will be employed?</i>	<i>What follow-up will occur? When will it occur?</i>	<i>Identify the person(s) who are responsible for the professional development.</i>	<i>How will you evaluate the impact on instruction?</i>
To implement professional development for Algebra teachers	Training for new and emerging technologies (including TAC, Performance Matters 2, and SMARTBoards, graphing calculating and new textbook supplementary materials)	Refresher training sessions by appropriate school system personnel will be offered as necessary	Karen Ensminger, Dept. Chair Danny Reed, Alex Jaffurs, Supervisor of Mathematics	Periodic administrative monitoring of the use and effectiveness of these technologies through school and community feedback.
Teachers will effectively work together with the common goal of improving HSA scores through common assessments, data analysis, rubrics, and planning	Training for PLCs	Monthly PLC Meetings	Professional Learning Community Lead Teacher	Assistant principal will monitor on a regular basis
Peer coaching and mentoring will be provided by teachers who participated in Governor's Academy	Governor's academy participants will relay information regarding best practices to peers	Discussions in PLC meetings on new practices implemented in Algebra classes.	Governor's Academy participants	Input/feedback from math department teachers/chairperson
Teachers will receive training for use of new textbook supplemental materials (note taking guide on-line support)	County-wide training sessions	Second semester	Alex Jaffurs , County supervisor	Increased levels of proficiency and student engagement

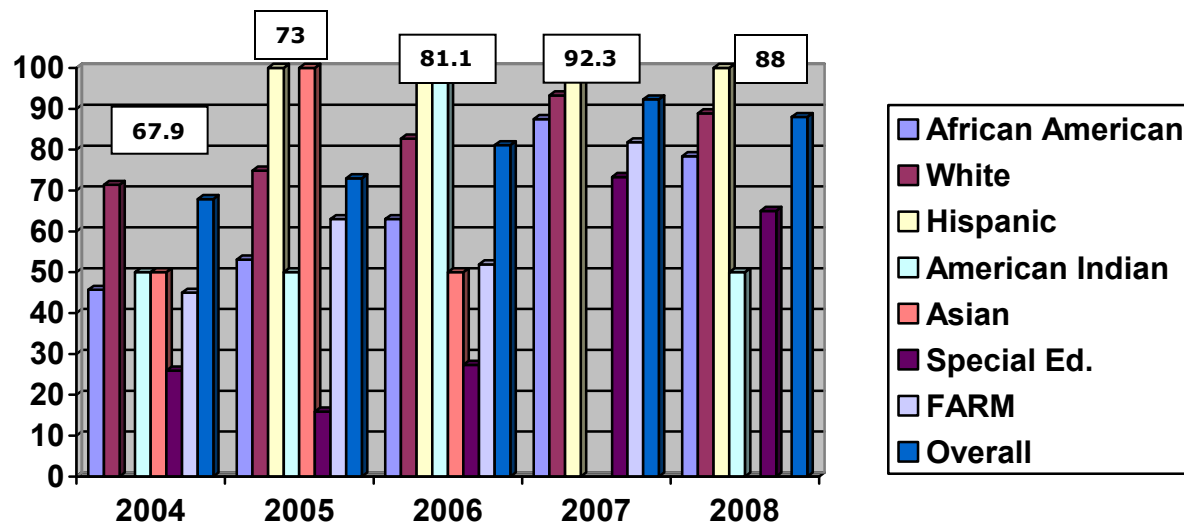
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**BIOLOGY**

**SMCPS Master Plan Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**School Performance Targets: Each school will meet all established targets for biology in 2009.**

**Percentage of Students Passing Biology HSA**



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**Needs Assessment** *(Narrative based on data that includes the identification of root causes)*

Data obtained from the 2008 Biology midterm and quarterly assessments have shown that student have difficulties in the following areas:

- Sorting and recombination of genes during sexual reproduction has an effect on variation in offspring
- Illustrate and explain how expressed traits are passed from parent to offspring.
- Explain how a genetic trait is determined by the code in a DNA molecule.
- Compare the transfer and use of matter and energy in photosynthetic and non-photosynthetic organisms.
- Explain processes and the function of related structures found in unicellular and multicellular organisms.
- Conclude that cells exist within a narrow range of environmental conditions and changes to that environment may cause changes in the metabolic activity of the cell or organism.
- Review skills and process for science such as interpreting graphs, etc.
- Analyze the relationships between biotic diversity and abiotic factors in environments and the resulting influence on ecosystems.
- Analyze skills and process data of all stands including scientific notation.

**School Improvement Goal** *(Aligned to the Needs Assessment)*

- The percentage of all students passing the Biology HSA will increase by 5%.
- Teachers working in Professional Learning Communities will design instruction and assessments which align with the content standards and mirror the HSA format.
- To ensure the success of all learners, teachers will utilize data to design specific interventions for those experiencing difficulty.
- Instructional Leaders will provide multiple opportunities for staff professional development.

<b>H.S.A. Biology</b>	<b>2008 Percentage</b>	<b>2008 Student #</b>	<b>GOAL 2009 Percentage</b>	<b>GOAL 2009 Student #</b>
All Students	88		93	
American Indian / Native Alaskan	50		60	
African American	78.4		83	
Asian / Pacific Islander	-		-	
White	88.9		94	
Hispanic	100		100	
Special Ed.	65		70	
Economically Disadvantaged.	-		-	
Limited English Proficient	-		-	

<b>2009 Cohort</b>	<b>Percentage Met All</b>	<b>Number Not Met All</b>
All Students		
American Indian / Native Alaskan		
African American		
Asian / Pacific Islander		
White		
Hispanic		
Special Ed.		
Economically Disadvantaged.		
Limited English Proficient		

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<b>Strategies and Activities</b> <i>(Aligned to needs assessment and school improvement goal)</i>	<b>Specific Action Steps</b>	<b>Student Groups Targeted</b>	<b>Timeline/Frequency</b>	<b>Person Responsible</b>	<b>Evaluation/Evidence of student achievement (Based on data)</b>
<b>Core Instructional Model and Supporting Structures Tier 1</b> <i>Strategies and activities that address the needs of all students and staff</i>					
Quarterly assessments (3 per year) and mid-term exam will be administered to determine student progress and proficiency. ECRs will be used on each assessment	Biology teachers meet to examine data and analyze student work.  Performance Matters 2 will be used to help analyze data.	All student groups	End of each quarter	All Biology teachers	Improved scores on quarterly assessments
The use of "Performance Matters 2" to analyze quarterly assessments and mid-term exam and in turn will be used in planning of second semester.	Biology teachers meet to examine data and formulate a plan to address the misconceptions students have on certain indicators.	All student groups	Second Semester	All Biology teachers	Improved scores on identified indicators that have been found to be problematic on previous assessments
<b>Supplemental Programs Tier 2</b> <i>Provided to majority of students in addition to the regular instructional program</i>					
After school review sessions established prior to the administration of the Biology HSA.	Biology teachers will provide after school review sessions to review previously taught indicators.	All student groups	Late April/Early May	All Biology teachers	Improved gains on identified indicators that have been found to be problematic on previous HSA test administrations

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School Improvement Plan 2008-2009**

**Intervention/Enrichment Programs**

**Tier 3**

***Systematic, intensive instruction for targeted students based upon need***

Biology Teachers will be implementing an after-school intervention Biology session.	Biology teachers will identify students through Performance Matters 2 who have significant deficiencies on quarterly assessments.	Low performing students identified through Performance Matters 2	First Semester	All Biology Teachers	Improved scores on identified indicators that have been found to be problematic on previous assessments
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**Professional Development Planner Aligned with SIP Goal**

<b>Goals</b>	<b>Learning Activities</b>	<b>Follow Up</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
<i>What are the goals for the professional development activity? How will staff be involved in establishing learning goals?</i>	<i>What is the process and design of the professional development? What strategies will be employed?</i>	<i>What follow-up will occur? When will it occur?</i>	<i>Identify the person(s) who are responsible for the professional development.</i>	<i>How will you evaluate the impact on instruction?</i>
<p>To implement professional development for biology teachers that will enhance instruction to prepare students for passing the HSA.</p> <p>The Biology teachers will be a part of a Professional Learning Community.</p> <p>Peer coaching and mentoring provided by teachers who participated in the Governor's Academy for Biology</p>	<p>Training for new technologies (including eSchoolPlus and Performance Matters 2)</p> <p>The Professional Learning Community will develop common assessments that are aligned with the HSA. Through these assessments students will have multiple opportunities to familiarize themselves with the format of the test and strategies used to increase achievement.</p> <p>Governor's Academy participants will relay information regarding best practices to peers.</p>	<p>Refresher training sessions by appropriate school system personnel will be offered as necessary</p> <p>Quarterly Action Plans will be reviewed and critiqued.</p> <p>Discussion in PLC meetings on new practices implemented in biology classes</p>	<p>The Professional Learning Community Lead Teacher</p> <p>All Biology Teachers</p> <p>Claudia Wortman, County Science Supervisor</p> <p>Governor's Academy participants</p>	<p>Periodic administrative monitoring of the use and effectiveness of these technologies through school and community feedback</p> <p>The PLC will utilize data from Performance Matters 2 to concentrate on strands and indicators that have been problematic in recent assessments.</p> <p>Input/Feedback from biology teachers</p>

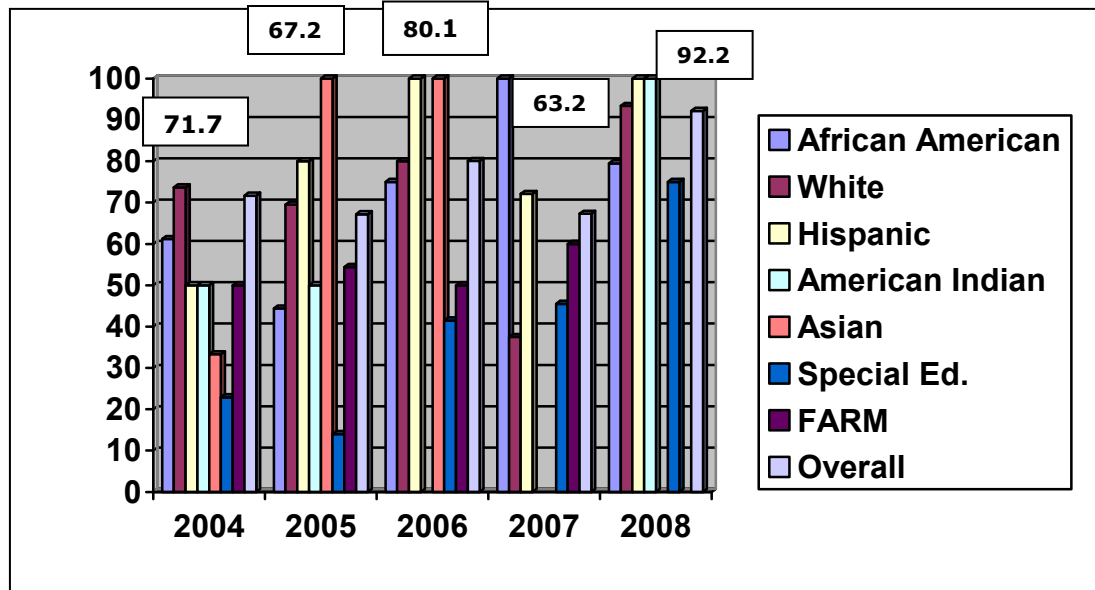
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**GOVERNMENT**

**SMCPS Master Plan Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**School Performance Targets: Each school will meet all established targets for government in 2009.**

**Percentage of Students Passing Government HSA**



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**Needs Assessment** *(Narrative based on data that includes the identification of root causes)*

Based upon analysis of 2007-2008 quarterly, midcourse and end of course assessments, deficiencies were noted in the following skill areas:

- Evaluating demographic factors related to political participation, public policy and government policies.
- Evaluating how the principles of government assist or impede the functioning of government.
- Analyzing legislation designed to protect the rights of individuals and groups and to promote equity in American society.
- Evaluating the role of government in addressing land use and other environmental issues.
- Analyzing strategies individuals or groups may use to initiate change in governmental policy and institutions.

**School Improvement Goal** *(Aligned to the Needs Assessment)*

- The percentage of all students passing the Government HSA will increase by 5% .
- Utilizing Performance Matters 2 data, teachers will target instruction on areas of student weakness.
- Teachers will work collaboratively through the Government PLC to align instruction and assessment to the content standards.
- Identify and target students scoring at the basic level and differentiate instruction to meet their needs.

<b>H.S.A. Government</b>	<b>2008 Percentage</b>	<b>2008 Student #</b>	<b>GOAL 2009 Percentage</b>	<b>GOAL 2009 Student #</b>
All Students	92.2		97	
American Indian / Native Alaskan	100		100	
African American	79.5		85	
Asian / Pacific Islander	-		-	
White	93.4		98	
Hispanic	100		100	
Special Ed.	75		80	
Economically Disadvantaged.	-		-	
Limited English Proficient	-		-	

<b>2009 Cohort</b>	<b>Percentage Met All</b>	<b>Number Not Met All</b>
All Students		
American Indian / Native Alaskan		
African American		
Asian / Pacific Islander		
White		
Hispanic		
Special Ed.		
Economically Disadvantaged.		
Limited English Proficient		

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**Narrative:**

<b>Strategies and Activities</b> <i>(Aligned to needs assessment and school improvement goal)</i>	<b>Specific Action Steps</b>	<b>Student Groups Targeted</b>	<b>Timeline/Frequency</b>	<b>Person Responsible</b>	<b>Evaluation/Evidence of student achievement (Based on data)</b>
<b>Core Instructional Model and Supporting Structures Tier 1</b> <i>Strategies and activities that address the needs of all students and staff</i>					
<p>Quarterly and Mid term assessments to be administered to determine student progress and forecast HSA performance.</p> <p>Diagnostic test administered in August to measure growth from August to May.</p>	<p>Government teachers meet formally to examine data, analyze student work, and propose strategies to increase student success.</p>	<p>All students</p>	<p>End of each quarter</p>	<p>Kevin Wright, Supervisor of Social Studies Teachers</p>	<p>Improved scores on quarterly assessments; results placed in Performance Matters for teachers to analyze.</p>
<p>Government teachers will be using Performance Matters 2 to analyze assessments</p>	<p>Government teachers meet to identify strands of concern. These areas will be targeted in warm-ups, drills and common assessments.</p>	<p>All students</p>	<p>Monthly PLC meetings</p>	<p>All government teachers</p>	<p>Improved scores on identified indicators that have been found to be problematic on previous assessments</p>

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**Supplemental Programs**

**Tier 2**

*Provided to majority of students in addition to the regular instructional program*

Government teachers will implement/schedule remediation for students who do not receive proficient scores on the Government HSA.	At least one remediation periods for those students who were not successful in 2008. These students should be placed prior to the start of the school year.	Students who did not pass the government HSA in May 2008	First Semester	HSA remediation teacher	Increased number of students scoring proficient on the HSA; these students can take the HSA in January if mastery has been measured.
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**Intervention/Enrichment Programs**

**Tier 3**

*Systematic, intensive instruction for targeted students based upon need*

Government teachers will implement an after-school intervention program.	Government teachers identify students through Performance Matters 2 who have significant deficiencies on quarterly assessments.	Low performing students identified through Performance Matters 2 and those with test anxiety	Late April - May	All government teachers	Improved scores on identified indicators that have been found to be problematic on previous assessments.
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**Professional Development Planner Aligned with SIP Goal**

<b>Goals</b>	<b>Learning Activities</b>	<b>Follow Up</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
<i>What are the goals for the professional development activity? How will staff be involved in establishing learning goals?</i>	<i>What is the process and design of the professional development? What strategies will be employed?</i>	<i>What follow-up will occur? When will it occur?</i>	<i>Identify the person(s) who are responsible for the professional development.</i>	<i>How will you evaluate the impact on instruction?</i>
To implement professional development for government teachers that will enhance instruction to prepare students for passing the HSA.	Training for new technologies such as eSchoolPlus, Performance Matters 2 and SMARTBoards,	Refresher training sessions by appropriate school system personnel will be offered as necessary	Kevin Wright, Social Studies Supervisor  PLC Lead Teacher  HSA remediation teacher	Periodic administrative monitoring and community feedback  Input feedback from Government teachers

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	MSDE on-line training, Participation in Governor's Academy			
To conduct vertical articulation with middle school teachers	Teachers will meet to discuss consistency in the development of social studies skills	Yearly	Kevin Wright, Social Studies Supervisor	Increased student achievement on county assessments and HSA.
Government teachers will be in a targeted Professional Learning Community.	The Professional Learning Community will develop common assessments that are aligned with the HSA. Through these assessments students will have multiple opportunities to familiarize themselves with the format of the test and strategies used to increase achievement.  Teachers will utilize MSDE and mdk12 websites, warm-ups, previous high school assessment questions  Team planning and sharing of common lessons	Quarterly Action Plans will be reviewed and critiqued.	The Professional Learning Community  Lead Teacher  All government teachers	The PLC will utilize data from Performance Matters 2 to concentrate on strands and indicators that have been problematic in recent assessments.

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**ADVANCED PLACEMENT**

**SMCPS Master Plan Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**School Performance Targets: Each school will meet all established targets for Advanced Placement in 2009.**

Subject	2005						2006						2007						2008					
	1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T	1	2	3	4	5	T
U.S. History	4	12	9	9	0	34	3	16	7	8	2	36	0	4	8	8	4	24	3	13	10	7	2	35
Art – Drawing	0	1	1	0	0	2	0	1	1	0	0	2	0	1	0	0	0	1	0	0	0	0	1	1
Art - 2D Design	0	0	0	1	0	1	0	0	1	0	0	1	0	0	2	2	0	4	0	0	4	1	0	5
Biology	10	21	7	1	1	40	7	11	2	1	0	21	1	10	4	2	0	17	4	5	2	4	6	21
Chemistry	2	2	1	2	0	7	2	6	17	6	2	33	2	9	9	3	1	24	0	2	2	3	1	8
Comp Sci A	22	0	0	0	0	22	18	0	0	0	0	18						0	11	1	0	0	0	12
Eng Lang/Comp	0	9	15	4	0	28	6	17	8	6	1	38	3	10	11	13	2	39	3	12	22	8	1	46
Eng Lit/Comp	1	7	4	0	0	12	0	9	12	6	0	27	1	10	6	6	0	23	0	7	5	3	0	15
Env. Science	4	2	0	3	0	9	14	1	3	2	1	21	22	3	6	2	0	33	8	5	3	2	0	18
French Language	1	0	0	0	0	1	1	2	1	0	0	4		0	1	0	0	1	0	1	0	0	0	1
Gov't & Pol US	2	4	1	0	0	7	12	19	8	2	0	41	19	15	4	1	0	39	21	19	13	2	3	58
Gov't & Pol Comp						0						0						0						0
Calculus AB	12	4	1	1	0	18	0	1	2	11	8	22	15	7	6	1	1	30	7	7	5	2	1	22
Calculus BC	17	1	4	1	0	23	6	2	2	0	2	12	4	4	5	3	0	16	7	4	3	1	1	16
Music Theory	0	0	1	0	1	2	0	3	4	1	0	8	0	3	0	0	0	2	0	1	2	0	1	4
Physics B	0	1	2	1	0	4	0	2	0	1	0	3						0						0
Physics C Mech						0						0						0						0
Psychology	6	4	2	0	0	12	3	3	2	3	0	11	12	0	4	2	0	18	11	3	6	2	1	23
Spanish Language						0	5	1	0	1	0	7	5	1	0	0	0	6						0
Statistics	5	10	5	4	0	24	6	12	11	18	2	49	4	1	7	7	3	22	6	4	4	8	1	23
World History	9	19	13	6	0	47	16	29	16	12	4	77	5	22	21	4	2	54						0
<b>Totals</b>	<b>95</b>	<b>97</b>	<b>66</b>	<b>33</b>	<b>2</b>	<b>293</b>	<b>99</b>	<b>135</b>	<b>97</b>	<b>78</b>	<b>22</b>	<b>431</b>	<b>93</b>	<b>100</b>	<b>94</b>	<b>54</b>	<b>13</b>	<b>354</b>	<b>81</b>	<b>84</b>	<b>81</b>	<b>43</b>	<b>19</b>	<b>308</b>

**Needs Assessment** *(Narrative based on data that includes the identification of root causes)*

Based upon analysis of 2007-2008 AP enrollment and exam results deficiencies were noted in the following areas:

- 1% increase in the number of students scoring a 3 or higher
- The number of exams administered during the 2007-2008 school year decreased by 12.9%.

**(Chopticon High School)  
School Improvement Plan 2008-2009**

**School Improvement Goal** *(Aligned to the Needs Assessment)*

Teachers will work collaboratively through PLCs to ensure feeder courses for AP are rigorous and assessed by standard rubrics used by ETS. Teachers will monitor and assess student proficiency building toward the AP exams in May. Teachers will attend professional opportunities to further pedagogic skill and familiarity with ETS protocol. Teachers will prepare explicit syllabi for course. Instructional leaders will provide professional development for AP teachers for aligning instruction and assessments as well as opportunities offered by ETS.

<b>2009 Enrollment</b>	
<b>Advanced Placement Enrollment</b>	
U. S. History	Statistics
Government	Calculus AB
Psychology	Calculus BC
World History	Music Theory
English Language	Art History
English Literature	Studio Art 2 Dim
Biology	Studio Art 3 Dim
Chemistry	Studio Art Port
Environmental Science	French
Physics	Spanish
Physics B	TOTAL AP Enrollment
Computer Science	Senior Class Enrollment
	<b>2009 Projected Challenge Index</b>

<b>2008</b>			
<b>Percentage of Scores 3 or Better</b>			
U. S. History	54.2	Statistics	56.5
Government	31.0	Calculus AB	36.3
Psychology	39.1	Calculus BC	31.2
World History	-	Music Theory	75.0
English Language	67.3	Art History	-
English Literature	53.3	Studio Art 2 Dim	100
Biology	57.1	Studio Art 3 Dim	100
Chemistry	75.0	Studio Art Port	-
Environmental Science	27.7	French	0
Physics	-	Spanish	-
Physics B	-	Average Score	2.51
Computer Science	0	Total Tests Administered	308
		<b>2008 Actual Challenge Index</b>	

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School Improvement Plan 2008-2009**

**Narrative:**

<b>Strategies and Activities</b> <i>(Aligned to needs assessment and school improvement goal)</i>	<b>Specific Action Steps</b>	<b>Student Groups Targeted</b>	<b>Timeline/Frequency</b>	<b>Person Responsible</b>	<b>Evaluation/Evidence of student achievement (Based on data)</b>
<b>Enrollment</b>					
<b><i>Increase enrollment in AP courses and obtain an enrollment reflective the school population</i></b>					
Use AP Potential for increasing enrollment	AP teachers will review data to determine strategies necessary for advertising AP course opportunities before registration  AP teachers will participate in vertical articulation to identify potential AP students.	Students eligible for taking AP courses	Spring 2008	Guidance Counselors	Data received from guidance will demonstrate an increase in enrollment in Advanced Placement classes
<b>Achievement</b>					
<b><i>Increase the number of students achieving 3 and high on AP exams</i></b>					
Provide AP information night for recruiting students	Counselors will place AP registration information on the school website.	All students interesting in taking AP courses	Spring 2008	All AP teachers	Increased enrollment in AP courses

**(Chopticon High School)  
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Corroboration of AP teachers, Honors and Certificate of Merit teachers to develop syllabus, align instruction and assessments	<p>Teachers will meet monthly to discuss strategies and plans to improve instruction.</p> <p>AP teachers will recommend external opportunities for students to use in preparation for AP exams</p> <p>AP teachers will use simulate AP released exams to help students gain experience prior to taking the AP exam.</p>	Students enrolled in AP and Honors classes	Monthly	<p>AP teachers and Honors teachers</p> <p>Laura Carpenter Supervisor of Gifted and Talented</p>	Increased scores on AP exams
Provide before/after school support for students in AP classes	AP teachers will offer study groups and review sessions for AP students.	Students enrolled in AP classes	Second Semester	AP teachers	Increased scores on AP exams

**Professional Development Planner Aligned with SIP Goal**

<b>Goals</b>	<b>Learning Activities</b>	<b>Follow Up</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
<i>What are the goals for the professional development activity? How will staff be involved in establishing learning goals?</i>	<i>What is the process and design of the professional development? What strategies will be employed?</i>	<i>What follow-up will occur? When will it occur?</i>	<i>Identify the person(s) who are responsible for the professional development.</i>	<i>How will you evaluate the impact on instruction?</i>
To implement professional development for AP teachers that will enhance instruction.	Teachers will receive training for new and emerging technologies (including eSchoolPlus and Performance Matters 2)	Refresher training sessions by appropriate school system personnel will be offered as necessary	AP teachers	Periodic administrative monitoring of the use and effectiveness of these technologies through school and community feedback.

**(Chopticon High School)**  
**School Improvement Plan 2008-2009**

AP teachers will participate in a Professional Learning Community which will promote consistent delivery of targeted instruction.	AP teachers will receive training for PLCs	Monthly PLC meeting will be conducted	AP teachers	Increased scores on AP exams
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**(Chopticon High School)  
School Improvement Plan 2008-2009**

**SAT**

**SMCPS Master Plan Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**School Performance Targets: Each school will meet all established targets for SAT in 2009.**

**SAT Scores**

Year	# tested	verbal	Math	writing	COMBINED
2004	104	508	517	----	1025
2005	119	513	522	----	1035
2006	109	520	536	522	1578
2007	107	509	529	508	1546

**Needs Assessment** *(Narrative based on data that includes the identification of root causes)*

Based upon analysis of 2007-2008 SAT results deficiencies were noted in the following areas:

Chopticon High School has shown continual progress in regard to SAT scores over the past few years. However, scores in all categories decreased in 2007. Our challenge is to continue to help students improve their scores by offering all students the opportunity to adequately prepare for this rigorous test.

**School Improvement Goal** *(Aligned to the Needs Assessment)*

- To increase SAT scores by at least five points in all three areas.
- To utilize the College Board SAT program in all Certificate of Merit, Honors, and Advanced Placement English class and other English class as appropriate.
- To encourage students to enroll in during and after school SAT preparation.

**(Chopticon High School)  
School Improvement Plan 2008-2009**

**SAT Lagging Data 2008 / Whole Group**

	Actual 2008	Goal 2009
Total		
Verbal		
Math		
Writing		
Number tested		
Percentage		

**SAT Lagging Data 2008 / Disaggregated**

	Actual 2008	Goal 2009		Actual 2008	Goal 2009
African American Total			Caucasian Total		
African American Verbal			Caucasian Verbal		
African American Math			Caucasian Math		
African American Writing			Caucasian Writing		
Number Tested			Number Tested		
Percentage			Percentage		

**Narrative:**

<b>Strategies and Activities</b> <i>(Aligned to needs assessment and school improvement goal)</i>	<b>Specific Action Steps</b>	<b>Student Groups Targeted</b>	<b>Timeline/Frequency</b>	<b>Person Responsible</b>	<b>Evaluation/Evidence of student achievement (Based on data)</b>
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**Participation**  
*Increase the number of students taking the SAT including minority students*

Use the College Board SAT program as a diagnostic tool for students in PSAT/SAT prep class as well as for students in English classes.	Teachers of the SAT Prep classes will use data from practice tests assist instruction	Students in English class as well as PSAT/SAT prep classes	Quarterly	English teachers	Scores on practice tests and essays will increase
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**(Chopticon High School)  
School Improvement Plan 2008-2009**

**Achievement  
Improve SAT scores**

<p>Facilitate independent SAT prep classes for students wishing to improve their scores. An independent consultant is working with students in a year-long program designed to include parents.</p>	<p>SAT prep course teachers will administer a practice SAT. A data analysis of student's scores will be conducted subsequent to the test. After analyzing the data, instruction will be revised as appropriate.</p> <p>SAT prep teachers are using practice tests and programs to enhance instruction.</p> <p>The SAT prep course teachers will set quarterly goals for achievement. Teachers will review progress with individual students</p>	<p>Students enrolled in the SAT prep classes</p>	<p>First and Second semesters</p>	<p>Facilitated by Ms. White</p> <p>SAT Prep teachers</p>	<p>Improved SAT scores</p>
<p>PSAT information booklets will be distributed to test takers as a study guide/ practice resource</p>	<p>Have guidance counselors inform families about resources available</p>	<p>Students in English classes</p>	<p>Late September</p>	<p>Counselors</p>	<p>Increased PSAT scores</p>

**Professional Development Planner Aligned with SIP Goal**

<b>Goals</b>	<b>Learning Activities</b>	<b>Follow Up</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
<p><i>What are the goals for the professional development activity? How will staff be involved in establishing learning goals?</i></p>	<p><i>What is the process and design of the professional development? What strategies will be employed?</i></p>	<p><i>What follow-up will occur? When will it occur?</i></p>	<p><i>Identify the person(s) who are responsible for the professional development.</i></p>	<p><i>How will you evaluate the impact on instruction?</i></p>
<p>To implement professional development for English teachers that will enhance instruction.</p>	<p>Training for new and emerging technologies (including eSchoolPlus and Performance Matters 2)</p>	<p>Refresher training sessions by appropriate school system personnel will be offered as necessary</p>	<p>County supervisor</p>	<p>Periodic administrative monitoring of the use and effectiveness of these technologies through school and community feedback.</p>

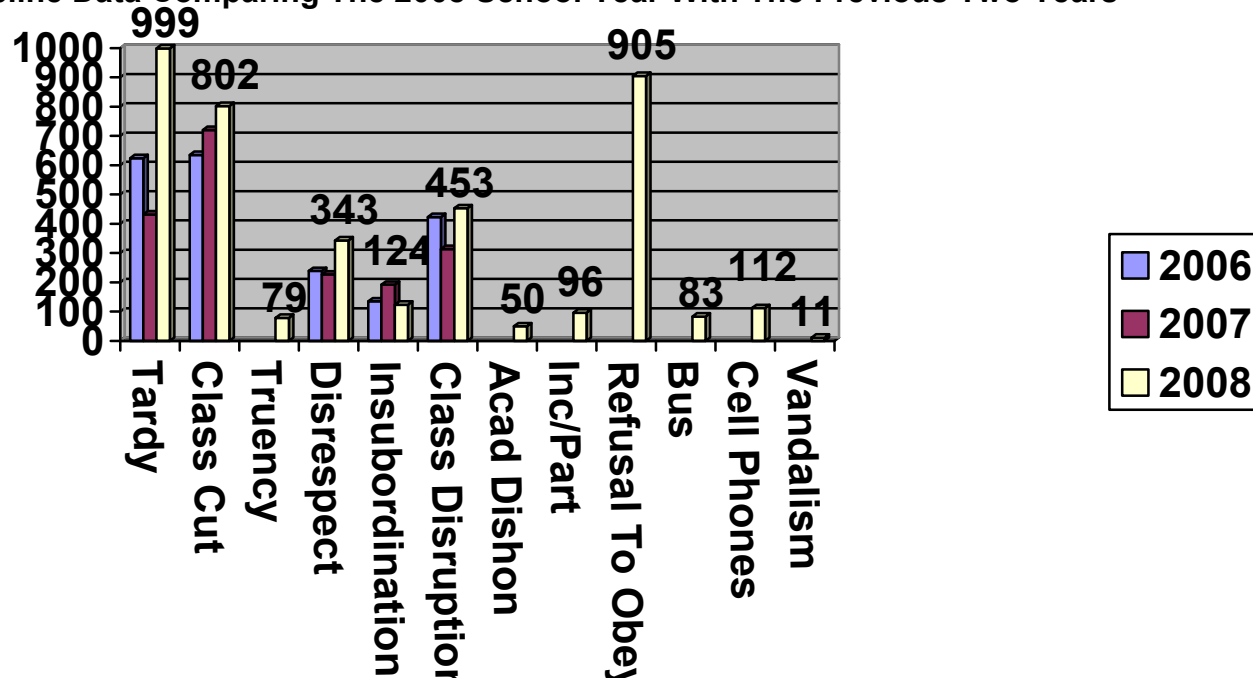
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 School Improvement Plan 2008-2009

**SAFE AND ORDERLY**

**SMCPS Master Plan Goal 4: All Students will be educated in learning environments that are safe, drug free, and conducive to learning.**

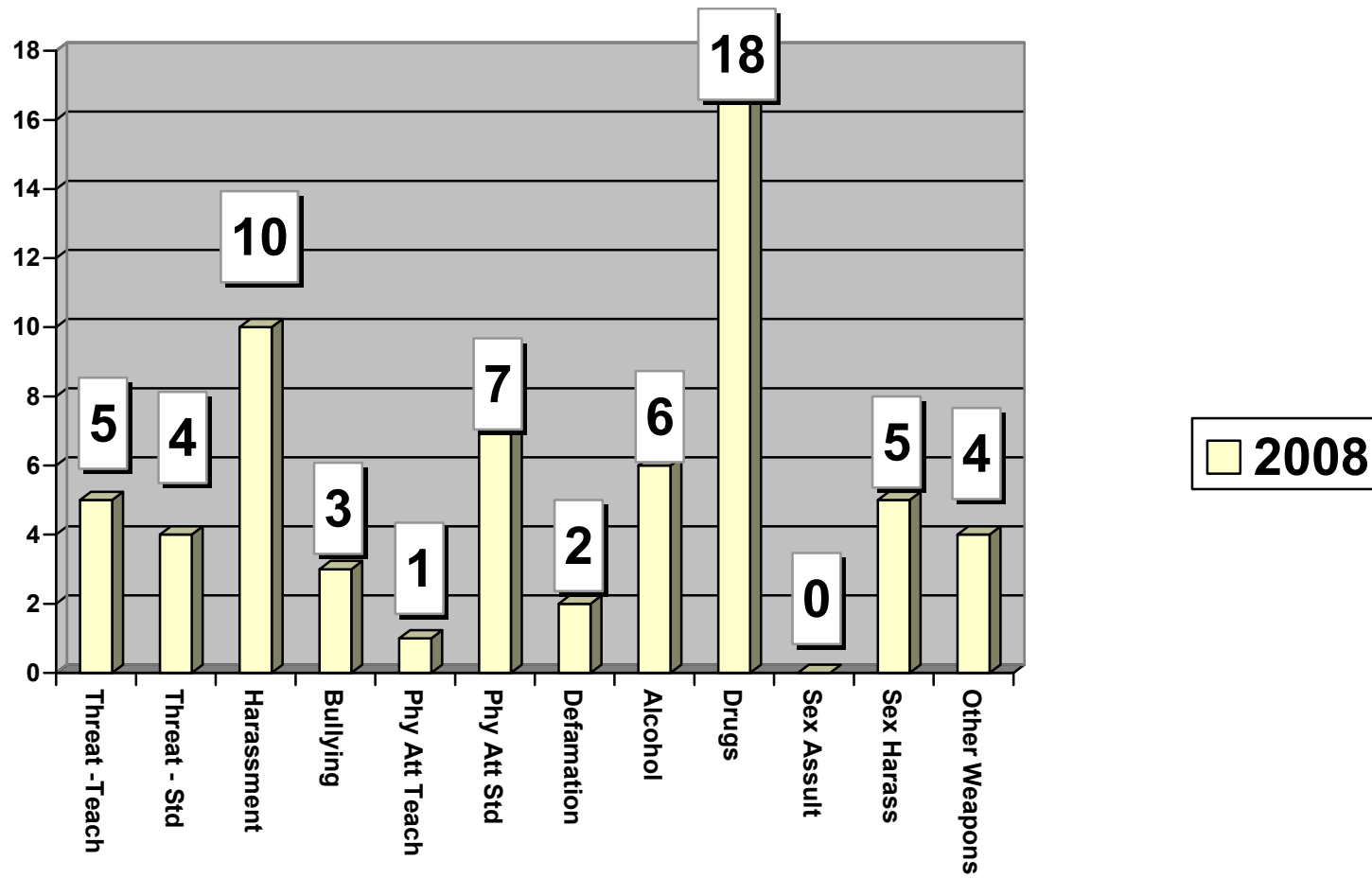
**CLASSIFICATION I**

Discipline Data Comparing The 2008 School Year With The Previous Two Years



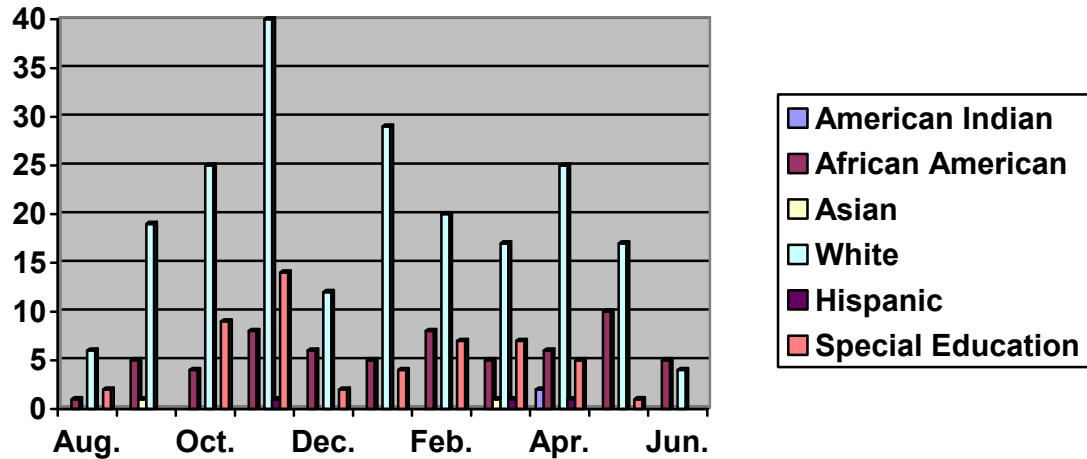
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School Improvement Plan 2008-2009

**CLASSIFICATION II**



**(Chopticon High School)  
School Improvement Plan 2008-2009**

**CHS SUSPENSIONS 2007-2008**



**Needs Assessment** *(Narrative based on data that includes the identification of root causes)*

Based on a review of the 07-08 Discipline data, marked deficiencies were noted in the following categories:

- Referrals in Classification I consisting of tardiness, class cutting, and refusal to obey school policies were considerably high in 2008 compared to Classification II, which included drug violations, harassment, and physical attack on a student.
- There has been a steady increase in tardiness and class cuts in 2008 compared to 2007.
- Disaggregated data indicates that most suspensions occurred in the month of November (second marking period). However, there were fewer suspensions in the month of May (HSA and AP exams administered)

**School Improvement Goal** *(Aligned to the Needs Assessment)*

- Reduce the total number of referrals concerning attendance and inappropriate behaviors regarding school policies by 10%.
- Increase student time on task by continuing to find and/or use alternatives to ISS and/or suspensions.
- Conduct weekly blitzes to minimize tardiness
- Implement developmental assets to address character behavior concerns.

**(Chopticon High School)  
School Improvement Plan 2008-2009**

<b>Lagging and Leading Data</b>							
<b>Enrollment</b>		<b>SUS Totals 2008</b>		<b>SUS Totals GOAL 2009</b>		<b>ISS Totals to Date GOAL 2009</b>	
All	1679	All	284	All		All	
American Indian / Native Alaska	8	American Indian / Alaska	2	American Indian / Alaskan		American Indian / Alaska	
African American	162	African American	63	African American		African American	
Asian / Pacific Island	6	Asian / Pacific Island	2	Asian / Pacific Island		Asian / Pacific Island	
White	1480	White	215	White		White	
Hispanic	23	Hispanic	2	Hispanic		Hispanic	
Special Ed.	133	Special Ed.	51	Special Ed.		Special Ed.	
Economically Disadvantaged.	80	Economically Disadvant.	-	Economically Disadvant.		Economically Disadvant.	
LEP	-	LEP	-	LEP		LEP	

<b>Referral Count for Classification I</b>				<b>Referral Count for Classification II</b>					
	2008	GOAL 09		2008	GOAL 09		2008	GOAL 09	
class cutting	827		class disrupt	459		threat-teach	5	Defamation	2
tardiness	2377		inc/partic dist	99		threat-std	4	Alcohol	6
Truancy	79		refusal to obey	923		harrassment	10	Illegal Drugs	18
insubordination	128		bus misbehav	83		Bullying	3	Sexual Asslt	0
disrespect	352		cell phones	112		phy att-teach	1	Sexual Harr	5
acad dishonesty	51		vandalism	12		phy att-std	7	Other Weapons	4

<b>Strategies and Activities</b> <i>(Aligned to needs assessment and school improvement goal)</i>	<b>Specific Action Steps</b>	<b>Student Groups Targeted</b>	<b>Timeline/Frequency</b>	<b>Person Responsible</b>	<b>Evaluation/Evidence of student achievement (Based on data)</b>
<b>Develop and Implement a School Discipline Plan that includes Character Education</b> <i>Include PBIS and Asset Development as appropriate</i>					
Discipline problems will decrease by developing a character education program which emphasis positive character traits and developmental assets that address specific code violations	A "Teaching Tolerance" workshop will be offered to students who violate infraction codes that focus on character traits. This workshop will be offered each Wednesday, during periods 1-3 in the Student Discipline Center (SDC)	Students violating rules such as disrespect, bullying, harassment, academic dishonesty	Weekly	SDC staff member  Teacher  Assistant Principal	The number of character violation referrals will decrease

**(Chopticon High School)  
School Improvement Plan 2008-2009**

Continue to use Saturday School and/or After School Detention as alternative to ISS and suspension	Students will receive a consequence of attending Saturday school when they violate school rules	Students with offenses that could lead to out-of-school suspension.	Saturday – twice a month	Teacher  Safety Assistant  Assistant Principal	Reduction of ISS assignments and suspensions
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<b>Classroom Guidance Program</b> <i>Steps to Respect-Elementary, Second Step-Grades 6-9, others as needed</i>					
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Continue to use the Progressive Discipline model to foster early intervention and decrease office referrals	Work with new and returning teachers to implement and/or review effective classroom discipline and de-escalation techniques.	All students	First and Second semesters	Administration Guidance Counselors	Reduction of SMCPs disciplinary referrals.
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**(Chopticon High School)  
School Improvement Plan 2008-2009**

**Bullying and Harassment Prevention Initiatives**

Students will receive conflict mediation to address bullying and harassment issues.	Students will be referred to the counselor by teachers, staff members, or an administrator to solve the problem diplomatically.	All students	Weekly	Teachers Administrators Counselor	The number of bullying and harassment incidents will decrease
Continue Peer Mediation Program	Students will be referred to a peer mediation group by teachers, staff members, or an administrator.	Peer Mediators	Weekly	Teachers Administrators Counselors	The number of bullying and harassment incidents will decrease
Bullying and harassment compliant form will be completed by individuals affected by this infraction.	Referrals will be completed by teachers when students violate this rule and they will be placed in the "Teaching Tolerance" workshop for discipline.	All students committing the offense	Each Wednesday (periods 1-3)	Teachers Administrators SDC staff member	The number of bullying and harassment incidents will decrease
<b>Implement and Monitor a School Crisis Plan Include Training and Drills</b>					
Emergency procedures will be explained to staff members and students.	Monthly drills will be conducted which includes, fire drills, tornado drills, and other disaster situations.	All students	Monthly	Administrators	Students will be prepared to evacuate in case of emergencies.
<b>Schedule and Conduct all Mandatory State and Federal Training CASH, Suicide Prevention, Confidentiality, Subpoenas &amp; Bloodborne Pathogens</b>					
Staff members will receive training related to safe schools	Information and strategies will be shared to assist staff members.	All staff members	First Semester	Administrators Staff members	Staff members will be prepared to address school safety concerns.

**(Chopticon High School)  
School Improvement Plan 2008-2009**

**PST**

***Monthly review of discipline trend data and development of interventions as appropriate***

<p>Safe school data will be reviewed by the PST committee and develop appropriate interventions for students.</p>	<p>Conduct data conversations to determine discipline interventions</p>	<p>All students</p>	<p>Monthly</p>	<p>Counselor School  Psychologist Administrator  Nurse</p>	<p>The intervention procedures will help to decrease the number of referrals and discipline incidences</p>
<p>Refer students, as necessary, via the MSAP program to Anger Management Counseling</p>	<p>Students will be referred to MSAP when they display continuous anger management behavior problems</p>	<p>All students with anger management problems</p>	<p>As needed</p>	<p>Counselors MSAP team Walden counselor</p>	<p>Reduction of SMCPs referral for incidents stemming from anger issues.</p>
<p align="center"><b>Security Issues Daily Perimeter Checks</b></p>					
<p>The administrators and safety assistants will monitor the outside doors and school areas to prevent discipline problems</p>	<p>Daily checks will be conducted to prevent students from leaving and entering the building without permission. Student's automobiles will be monitored to identify any parking violations.</p>	<p>All students</p>	<p>Daily</p>	<p>Administration  Safety Assistants  Safety Officer</p>	<p>Decreased referrals and discipline incidences.</p>

**(Chopticon High School)  
School Improvement Plan 2008-2009**

	<b>Learning Activities</b>	<b>Follow Up</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>
<i>What are the goals for the professional development activity? How will staff be involved in establishing learning goals?</i>	<i>What is the process and design of the professional development? What strategies will be employed?</i>	<i>What follow-up will occur? When will it occur?</i>	<i>Identify the person(s) who are responsible for the professional development.</i>	<i>How will you evaluate the impact?</i>
<p>Teachers will effectively use the CHS Progressive Discipline model, intervene early, and maintain acceptable classroom behavior.</p>	<p>Review the model with returning teachers and train new teachers to use the model effectively</p>	<p>On-going training and discussions with teachers experiencing difficulty with the model</p>	<p>Teachers Administrators</p>	<p>Administrative monitoring of Progressive referrals vs. SMCPS disciplinary referrals</p>

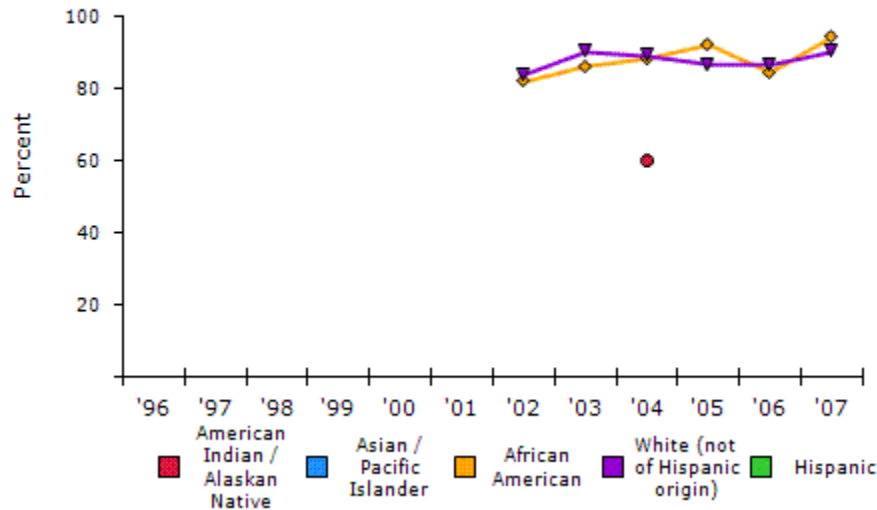
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School Improvement Plan 2008-2009**

**ATTENDANCE / GRADUATION**

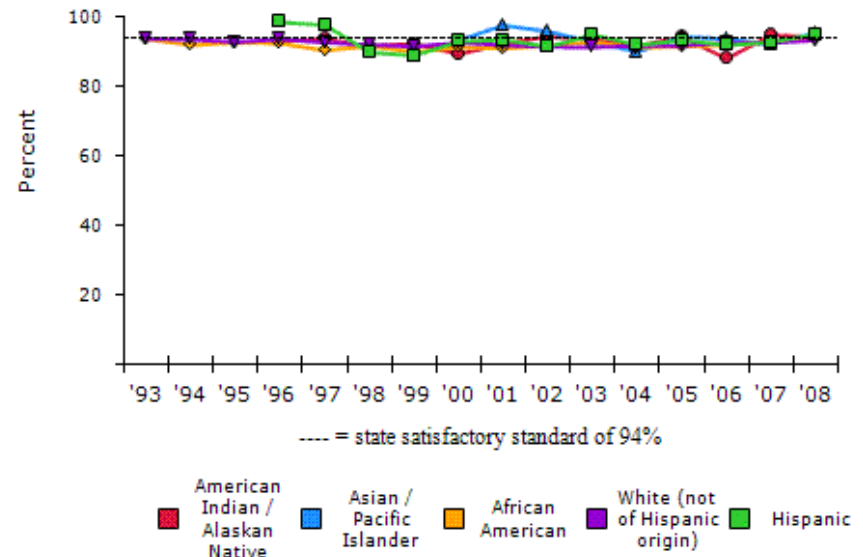
**SMCPS Master Plan Goal 5: All Students will graduate from high school.**

**School Performance: School Target: Each school will meet or exceed all state established Annual Measurable Objectives (AMO's) for attendance/graduation rate in 2009. Attendance-94%, Graduation-85.5%, Dropout 3%**

**Graduation Rate for Race/Ethnicity and Gender:  
Grade 12**



**Attendance Rate for Race/Ethnicity and Gender:**



**Needs Assessment (Narrative based on data that includes the identification of root causes)**

- The overall attendance rate has remained the same since last year averaging 92.5% and falls short of the state goal of 94%. Intervention procedures for attendance should be considered.
- The graduation rate has increase from 86.33% in 2007 to 90.68% in 2008 due in part by 94% of African American students graduating in 2007.

**(Chopticon High School)  
School Improvement Plan 2008-2009**

**School Improvement Goal** *(Aligned to the Needs Assessment)*

- Meet or exceed the state requirement of 94% for overall attendance.
- Meet or exceed an overall graduation rate of 90% for all students.

<b>Goals 2009</b>			
<b>Enrollment</b>	<b>ADA</b>	<b>Drop Out</b>	<b>Graduation Rate</b>
All	All	All	All
American Indian / Native Alaska	American Indian / Alaska	American Indian / Alaska	American Indian / Alaska
African American	African American	African American	African American
Asian / Pacific Island	Asian / Pacific Island	Asian / Pacific Island	Asian / Pacific Island
White	White	White	White
Hispanic	Hispanic	Hispanic	Hispanic
Special Ed.	Special Ed.	Special Ed.	Special Ed.
Economically Disadvantaged.	Economically Disadvantaged.	Economically Disadvantaged.	Economically Disadvantaged.
LEP	LEP	LEP	LEP

**RETAINED in HIGH SCHOOL 2006-2007**

	9 ret.	total 9th	9th %	10 ret.	total 10th	10th %	11 ret.	total 11th	11th %	12 ret.	total 12th	12th %	9-12 ret.	total 9-12	total %
SMCPS 07	382	1568	24.36%	182	1276	14.26%	112	1270	8.82%	133	1065	12.49%	809	5179	15.62%

**RETAINED in HIGH SCHOOL 2007-2008**

	9 ret.	total 9th	9th %	10 ret.	total 10th	10th %	11 ret.	total 11th	11th %	12 ret.	total 12th	12th %	9-12 ret.	total 9-12	total %
SMCPS 08	0	434	0.00%	0	436	0.00%	0	374	0.00%	0	378	0.00%	0	1622	0.00%

**(Chopticon High School)  
School Improvement Plan 2008-2009**

<b>Strategies and Activities</b> <i>(Aligned to needs assessment and school improvement goal)</i>	<b>Specific Action Steps</b>	<b>Student Groups Targeted</b>	<b>Timeline/Frequency</b>	<b>Person Responsible</b>	<b>Evaluation/Evidence of student achievement (Based on data)</b>
<b>PST</b> <i>Monthly review of Attendance, Graduation and trend data and development of interventions as appropriate</i>					
Students attendance will increase by creating procedures, initiative, and programs, which will focus on increasing the attendance rate.	Assistant principals will monitor student attendance and conference when necessary	All students	Weekly	All assistant principals	Improved attendance rates
	Enforce the SMCPS attendance policy	All students	August 2008 – June 2009	All faculty and staff	Improved attendance rates
	Refer students with excessive unexcused absences to PST	All students	Monthly	Attendance secretary (Ms. Laney) Guidance Counselors Administrators PST team	Reduction of drop-outs
The number of students graduating from high school will continue to increase.	Conference with general education fifth year high school students	Fifth year high students	Fall 2008	PPW (Carol Hallauer) Guidance Counselors	Reduction of drop-outs
	Conference with parents of students currently enrolled in correspondence courses	All students	Fall 2008 February 2009	Guidance Counselors	Reduction of drop-outs

**(Chopticon High School)  
School Improvement Plan 2008-2009**

	Conference with seniors and send correspondence to parents of seniors who fail to earn passing grades in required courses	Twelfth grade students	November 2008 February 2009 April 2009	Guidance Counselors	Reduction of drop-outs
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**Transition**

***Implement and evaluate transition activities for all students in grades 5, 6, 8 & 9 and targeted interventions for identified students in those grades***

Students will receive counseling and intervention procedures to assist in transitioning to high school.	Counselors will meet with ninth grade students to discuss coping skills, and studying strategies.	Ninth grade students	First Semester	Guidance Counselors	Reduction of drop-outs
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**Professional Development Planner Aligned with SIP Goal**

<b>Goals</b>	<b>Learning Activities</b>	<b>Follow Up</b>	<b>Person(s) Responsible</b>	<b>Evaluation</b>	
<i>What are the goals for the professional development activity? How will staff be involved in establishing learning goals?</i>	<i>What is the process and design of the professional development? What strategies will be employed?</i>	<i>What follow-up will occur? When will it occur?</i>	<i>Identify the person(s) who are responsible for the professional development.</i>	<i>How will you evaluate the impact?</i>	
To implement professional development for counselors.	Training for new and emerging technologies (including eSchoolPlus)	Refresher training sessions by appropriate school system personnel will be offered as necessary	Administrators	Counselors	Periodic administrative monitoring of the use and effectiveness of these technologies through school and community feedback.

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**STAKEHOLDER INVOLVEMENT**

**SMCPS Goal : Increased communication, collaboration, and partnerships with all stakeholders.**

**School Improvement Goal** *(Aligned to the Needs Assessment)*

- Teachers will communicate with parents regularly via telephone and various on-line resources including webpage, e-mail, eSchoolPlus, and the parent link phone systems.
- Teachers and administrators will communicate with parents on a regular basis regarding both attendance and disciplinary concerns.
- Parents, teachers, guidance counselors, and administrators will conference regarding on-going concerns with specific students
- Administrators will create procedures and initiatives which will focus on increasing the attendance rate.
- Administrators and staff members will create a safe and nurturing school environment that values diversity and commonality.

Stakeholders	Communication	Collaboration	Building Relationships
<p><b><u>Parents/School Community</u></b> <i>Overarching Strategy</i></p> <p>Two-way communication</p>	<p>Parent Link will be utilized to inform parents of upcoming events and school assessments.</p> <p>On-line (TAC/HAC) Progress reports Telephone conversations School/district web page</p>	<p>Parents, students, and teachers will collaborate together on various events and activities.</p> <p>Parent/Teacher/Student conferences</p>	<p>Data obtained from Performance Matters 2 will be communicated to the parents via conferences, emails, progress reports and phone calls home.</p>
<p><i>Strategy for Targeted Groups</i></p> <p>Teachers/Students</p>	<p>Use of SMARATBoard technology to send class notes and assignments</p>	<p>Parent/Teacher/Student conferences</p>	<p>Community-School communication throughout school year.</p>

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<p><b><u>Students</u></b> <i>Overarching Strategy</i></p> <p>Students will access information to prepare them for daily assignments.</p>	<p>Teachers will post assignments and other relevant materials on eSchool Plus</p>	<p>Students and teacher conferences</p>	<p>Positive communication is established.</p>
<p><i>Strategy for Targeted Groups</i></p> <p>Identified students</p>	<p>Teachers will provide review opportunities to struggling students as warranted</p>	<p>After school tutoring</p>	<p>Student is motivated to do well</p>
<p><b><u>Staff</u></b> <i>Overarching Strategy</i></p> <p>Teachers provide focused instruction</p> <p>School provides clear rules and consequences</p>	<p>Instructional strategies are used to improved student performance.</p> <p>Rules are displayed throughout the school and in classrooms</p>	<p>After school programs</p> <p>Intervention program</p>	<p>Students are actively engaged in learning</p> <p>Responsible behavior is modeled.</p>
<p><i>Strategy for Targeted Groups</i></p> <p>All staff members</p>	<p>Information is shared via on-line support</p>	<p>School coordinates programs</p>	<p>Students receive support from the school community</p>