

School Improvement Plan: **Marriotts Ridge High School**

School Year: 2009-2010

Needs Assessment (Data Analysis)

High School Assessments

Algebra	2009-2010 Grade 12				2008-2009 Grade 11				2009-2010 Grade 11			
	Takers	Passed	Bridge Plan Accepted	Met Requirement	Takers	Passed	Bridge Plan Accepted	Met Requirement	Takers	Passed	Bridge Plan Accepted	Met Requirement
Group												
Overall	308	302	1	98.3%	298	291	0	97.6%	312	310	0	99.3%
Asian	52	52	0	100.0%	52	52	0	100.0%	63	63	0	100.0%
African American	26	23	1	92.3%	22	17	0	77.2%	15	14	0	93.3%
White	225	222	0	98.6%	219	217	0	99.0%	230	229	0	99.5%
Hispanic	5	5	0	100.0%	5	5	0	100.0%	4	4	0	100.0%
FARMS	13	12	0	92.3%	10	6	0	60.0%	12	11	0	91.6%
Special Ed	17	13	1	82.3%	11	6	0	54.5%	10	9	0	90.0%

Biology	2009-2010 Grade 12				2008-2009 Grade 11				2009-2010 Grade 11			
	Takers	Passed	Bridge Plan Accepted	Met Requirement	Takers	Passed	Bridge Plan Accepted	Met Requirement	Takers	Passed	Bridge Plan Accepted	Met Requirement
Group												
Overall	307	290	2	95.1%	298	282	0	94.6%	310	298	0	96.1%
Asian	52	50	0	96.1%	52	50	0	96.1%	63	62	0	98.4%
African American	26	18	1	73.0%	22	15	0	68.1%	15	11	0	73.3%
White	224	217	1	97.3%	219	212	0	96.8%	228	221	0	96.9%
Hispanic	5	5	0	100.0%	5	5	0	100.0%	4	4	0	100.0%
FARMS	13	7	1	61.5%	10	5	0	50.0%	12	11	0	91.6%
Special Ed	17	9	2	64.7%	11	6	0	54.5%	10	7	0	70.0%

Note: Students who met the overall requirement by combined score are not included in this data.

High School Assessments

English

Group	2009-2010 Grade 12				2008-2009 Grade 11				2009-2010 Grade 11			
	Takers	Passed	Bridge Plan Accepted	Met Requirement	Takers	Passed	Bridge Plan Accepted	Met Requirement	Takers	Passed	Bridge Plan Accepted	Met Requirement
Overall	307	291	3	95.7%	298	282	0	94.6%	312	295	0	94.5%
Asian	52	51	0	98.0%	52	51	0	98.0%	63	61	0	96.8%
African American	26	21	2	88.4%	22	15	0	68.1%	15	14	0	93.3%
White	224	214	1	95.9%	219	211	0	96.3%	230	217	0	94.3%
Hispanic	5	5	0	100.0%	5	5	0	100.0%	4	3	0	75.0%
FARMS	13	10	2	92.3%	10	6	0	60.0%	12	12	0	100.0%
Special Ed	17	11	3	82.3%	11	5	0	45.4%	10	5	0	50.0%

Government

Group	2009-2010 Grade 12				2008-2009 Grade 11				2009-2010 Grade 11			
	Takers	Passed	Bridge Plan Accepted	Met Requirement	Takers	Passed	Bridge Plan Accepted	Met Requirement	Takers	Passed	Bridge Plan Accepted	Met Requirement
Overall	306	302	1	99.0%	298	297	0	99.6%	307	301	0	98.0%
Asian	52	52	0	100.0%	52	52	0	100.0%	62	61	0	98.3%
African American	25	23	1	96.0%	22	21	0	95.4%	15	13	0	86.6%
White	224	222	0	99.1%	219	219	0	100.0%	226	223	0	98.6%
Hispanic	5	5	0	100.0%	5	5	0	100.0%	4	4	0	100.0%
FARMS	13	13	0	100.0%	10	10	0	100.0%	11	11	0	100.0%
Special Ed	16	12	1	81.2%	11	10	0	90.9%	10	9	0	90.0%

Note: Students who met the overall requirement by combined score are not included in this data.

Goal 1 Objectives

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 average grade level in all measured content areas.

System Targets/BTE Objectives: In 2010, all schools will meet Adequate Yearly Progress. In 2010, all high schools will have 95% of all students and all student groups passing the High School Assessments (Algebra/Data Analysis, Biology, English 10, American Government) by the beginning of 12th grade.

School-based Strategy/Activity	Timeline	Participants	Aligned Professional Development Outcomes and Indicators	Persons Responsible	Home/Parent Outreach Connection	Evaluation/ Follow-up
All teachers will follow the HCPSS Curriculum/MSDE standards and outcomes, and implement culturally diverse teaching strategies, such as differentiation, cooperative learning, IEP modifications, 504 accommodations, and technology integration, to incorporate the different learning styles of our students in order to promote academic growth and success in a culturally proficient environment.	Throughout School year	All staff/students	Differentiation Strategies Co-teaching Cultural proficiency Data driven instruction	All staff	Family and Community Partners	
The Ninth Grade Team will incorporate computer-based testing and testing strategies into targeted classes	Ongoing	9 th grade teachers Students in 9 th grade classes	Technology integration Data driven instruction	Ninth grade team Administration	Teacher website information	Monthly Ninth Grade Team meetings
Teachers of HSA-assessed classes will use available student information from middle/high school (student profiles, student support plans for 9 th graders identified as below grade level, current progress, and the results of the HCPSS Local Assessments) to guide instructional strategies for acceleration.	Quarterly Monthly HSA testing schedule	Teachers/Students in HSA-assessed classes English, Math, Social Studies and Science ITL's Data/Assessment Action Team	Inroads instruction Data discussions	Teachers of HSA-assessed courses, English, Math, Science, Social Studies ITL's, SST, Guidance, Special education case managers, Leadership Academy staff.	IEP/504 Meetings Parent/teacher conferences through guidance	Monthly department meetings, monthly curriculum meetings, monthly SST, Special education, Guidance meetings, Leadership Academy Team meetings Data/Assessment Action Team review
Teachers of HSA-assessed classes will use Local Assessments as a diagnostic tool for determining appropriate intervention strategies for students.	Quarterly	Teachers/Students in HSA-assessed classes English, Math, Science, Social Studies Team.	Data discussions	Teachers of HSA-assessed courses, English, Math, Science, Social Studies ITL's	Teacher website information, Parent/teacher contact	Monthly curriculum meetings

School-based Strategy/Activity	Timeline	Participants	Aligned Professional Development Outcomes and Indicators	Persons Responsible	Home/Parent Outreach Connection	Evaluation/ Follow-up
Teachers of HSA-assessed classes will consistently implement pre-reading, during reading, and post-reading strategies.	Ongoing	Teachers/Students in HSA-assessed classes	Teaching reading strategies in the content areas	Teachers of HSA-assessed classes English, Math, Social Studies, Science ITL's, Administration	Teacher website communication	Monthly curriculum meetings, monthly department meetings
Teachers of HSA-assessed classes will incorporate sessions on test taking and memory strategies and provide practice testing situations for all students	Curriculum timelines	Teachers/Students in HSA-assessed classes	Teaching test-taking	Teachers in HSA-assessed classes	Teacher website communication	Monthly curriculum meetings, monthly department meetings
Teachers of HSA-assessed classes will provide regular review sessions in class for all students taking the HSA.	Jan-May	Teachers/Students in HSA-assessed classes	N/A	Teachers of HSA-assessed classes	Teacher website communication	Monthly curriculum meetings
The English, Social Studies, Math and Science departments will sponsor a "test prep" session before each local assessment and the HSA.	Quarterly HSA schedule	Teachers/Students in HSA-assessed classes. English, Social Studies, Math and Science Teams.	N/A	English, Social Studies, Math and Science ITL's	Teacher website communication MRHS Alert Flyers sent home	Review of Assessment/HSA data
Teachers of HSA-assessed courses will incorporate lessons created at the county/state level that are designed to integrate HSA preparation and the essential curriculum. This will include designing course tests and quizzes that are organized in HSA format and utilizing published HSA questions as part of classroom activities.	Ongoing	Teachers/Students in HSA-assessed classes	Countywide professional development ITL information	Teachers in HSA-assessed classes English, Social Studies, Math and Science ITL's	Teacher website communication	Monthly curricular meetings

School-based Strategy/Activity	Timeline	Participants	Aligned Professional Development Outcomes and Indicators	Persons Responsible	Home/Parent Outreach Connection	Evaluation/ Follow-up
Teachers of HSA-assessed classes will provide academic intervention for students who earn a D or E for any interim or quarter/do not pass a Local Assessment.	Interims and Quarterly	Students earning D or E for interim/quarter or do not pass a Local Assessment Teachers of HSA-assessed classes	Data driven instruction	Teachers of HSA-assessed classes English, Math, Social Studies and Science ITL's	Teacher/parent communication	Monthly departmental and curricular meetings Data/Assessment Action Team review
Students who have previously failed an HSA will be enrolled in HSA Mastery or participate in pull-out sessions/extended day opportunities.	Post-HSA score report	Students failing HSA HSA Mastery teachers Teachers assigned for interventions by ITL's	Data driven instruction	English, Math, Social Studies and Science ITL's Guidance Team Data/Assessment Action Team	Guidance or ITL contact with parents	Departmental meetings HSA score reports Data/Assessment Action Team review
Special Educators will provide support to general educators who have students receiving special education services in HSA assessed classes.	Ongoing	Special education students in HSA-assessed classes	Co-teaching Differentiating Instruction	Special education Team	Special education case managers contact parents Teacher website	Monthly special education department meetings Monthly department and curricular meetings
Administration, The Student Support Team, the Staff Support Team and the Leadership Team will recognize positive achievements through various celebrations throughout the year.	Ongoing	Staff/Students in HSA classes or supporting HSA classes and instruction		Administration, The Student Support Team The Staff Support Team Leadership Team	Parent contact MRHS Alert	Monthly Action Team meetings Leadership Team meetings Administration meetings

Needs Assessment (Data Analysis)

SAT Performance

Group	No. of Students taking SAT	2008-2009 Mathematics		2008-2009 Reading		2008-2009 Writing	
		No. of Student scoring >500	% of Student scoring >500	No. of Student scoring >500	% of Student scoring >500	No. of Student scoring >500	% of Student scoring >500
Overall	160	124	77.5%	112	70.0%	100	62.5%
Male	81	67	82.7%	57	70.3%	52	64.2%
Female	79	57	72.1%	55	69.6%	48	60.7%
Asian	42	34	80.9%	30	71.4%	28	66.6%
African American	10	6	60.0%	6	60.0%	5	50.0%
White	103	81	78.6%	72	69.9%	64	62.1%
Hispanic	3	2	66.6%	3	100.0%	2	66.6%
FARMS	2	1	50.0%	1	50.0%	1	50.0%

Group	No. of Students taking SAT	2007-2008 Mathematics		2007-2008 Reading		2007-2008 Writing	
		No. of Student scoring >500	% of Student scoring >500	No. of Student scoring >500	% of Student scoring >500	No. of Student scoring >500	% of Student scoring >500
Overall	222	160	72.0%	149	67.1%	163	73.4%
Male	110	94	85.4%	77	70.0%	85	77.2%
Female	112	66	58.9%	72	64.2%	78	69.6%
Asian	51	46	90.2%	38	74.5%	37	72.5%
African American	9	3	33.3%	4	44.4%	4	44.4%
White	156	108	69.2%	104	66.6%	117	75.0%
Hispanic	4	2	50.0%	2	50.0%	3	75.0%
FARMS	4	1	25.0%	2	50.0%	2	50.0%

Group	No. of Students taking SAT	2006-2007 Mathematics		2006-2007 Reading		2006-2007 Writing	
		No. of Student scoring >500	% of Student scoring >500	No. of Student scoring >500	% of Student scoring >500	No. of Student scoring >500	% of Student scoring >500
Overall	0	0		0		0	
Male	0	0		0		0	
Female	0	0		0		0	
Asian	0	0		0		0	
African American	0	0		0		0	
White	0	0		0		0	
Hispanic	0	0		0		0	
FARMS	0	0		0		0	

SAT Participation

Group	Standard	2008-2009* (see note)		2007-2008	
		N	%	N	%
Overall	80%	160/273	58.4	222/267	83.0
Male	80%	81/144	55.9	110/143	76.9
Female	80%	79/129	61.2	112/124	90.2
Asian	80%	42/50	82.4	51/59	86.2
African American	80%	10/17	55.6	9/15	56.3
White	80%	103/198	52.0	156/185	84.3
Hispanic	80%	3/5	60.0	4/5	80.0
FARMS	80%	2/9	21.4	4/7	53.8

*This data is under review as the College Board data indicates 218/273 (80%) students participated.

Goal 1 Objectives

Goal 1: 100% of high schools have a minimum of 80% of students in race/ethnicity/FARMS student groups in the Class of 2010 taking the SAT.

System Targets/BTE Objectives: 100% of high schools have a minimum of 70% of students in race/ethnicity/FARMS student groups in the Class of 2010 scoring an average of 500 or higher on SAT subtests.

School-based Strategy/Activity	Timeline	Participants	Aligned Professional Development Outcomes and Indicators	Persons Responsible	Home/Parent Outreach Connection	Evaluation/ Follow-up
Administration and PTSA will organize, promote, and facilitate the implementation of afterschool/ weekend SAT Prep courses.	Throughout School year	All MRHS students will be invited PTSA	SAT preparation	Administration PTSA	PTSA Newsletter MRHS Alert	PTSA meetings Administration meetings
English Team will coordinate a vocabulary and writing program geared towards SAT preparation.	Throughout School year	All students enrolled in an English class English Team	SAT preparation	English Team Leader Administration English teachers	Teacher website communication	Monthly English Team meetings

School-based Strategy/Activity	Timeline	Participants	Aligned Professional Development Outcomes and Indicators	Persons Responsible	Home/Parent Outreach Connection	Evaluation/ Follow-up
Math Team will integrate instruction in strategies for solving word problems and using the graphing calculator in classroom lessons that include sample SAT questions or questions designed in SAT format.	Throughout school year	All students enrolled in a Math class. Math Team.	SAT preparation	Administration Math Team Leader Math teachers	Teacher website communication	Monthly Math Team meetings
Guidance Team will incorporate SAT information into 4 year planning for students and families.	Throughout school year	All students Guidance Team	In-team Guidance instruction	Administration Guidance Team.	Administration and Guidance will distribute SAT information regularly through MRHS Alert regarding registration and testing requirements.	Monthly Guidance Team meetings
Guidance team will work with Special education case managers to advise parents about completing forms for SAT testing accommodations	Annual IEP review	All special education students Guidance team Special education case managers	Coordination with Guidance and Special Education Team.	Guidance Team Special Education Team.	IEP meetings Special education/guidance counselor communication with parents	Monthly Guidance Team meetings Monthly Special Education Team meetings
Student Support Action teams will work with student groups to encourage SAT participation by providing information about registration procedures	Throughout school year	Alpha Achievers BSAP NHS 9 th grade team MRHS scholars Mentors Leadership Academy	Coordination with Guidance Team and Student Support Action teams	Action Team Leaders Guidance Team	Action Team communication with parents MRHS Alert Family/Community Programs	Monthly Action Team meetings

Advanced Level Program Participation

	2008-2009			2007-2008			2006-2007		
	AP	GT	Hon	AP	GT	Hon	AP	GT	Hon
Overall	30.8	49.5	65.7	26.6	46.9	53.0	16.1	52.4	54.3
Male	27.5	46.5	62.5	25.7	44.6	49.4	15.4	51.8	52.5
Female	34.4	52.9	69.2	27.7	49.4	57.0	16.9	53.1	56.4
Asian	44.8	66.6	75.1	40.8	61.7	52.0	24.4	69.0	56.3
African American	16.8	20.2	34.8	19.5	23.9	33.7	10.0	31.4	32.8
White	29.1	48.7	66.6	23.9	45.5	55.2	14.5	50.5	56.1
Hispanic	31.5	36.8	63.1	26.0	43.4	60.8	21.0	36.8	63.1
American Indian/Alaskan	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Not Reported	20.0	60.0	100.0	28.5	57.1	71.4	33.3	66.6	33.3

Goal 1 Objectives

Objective: For the 2009-2010 school year, 100% of high schools have a minimum of 40% of students in all race/ethnicity student groups enrolled in one or more honors, AP, and/or GT classes.

School-based Strategy/Activity	Timeline	Participants	Aligned Professional Development Outcomes and Indicators	Persons Responsible	Home/Parent Outreach Connection	Evaluation/ Follow-up
Administrators will collaborate with instructional team leaders to create a master schedule that contains as few conflicts as possible to enable qualified students to take as many advanced courses where appropriate and possible.	Scheduling timeline	Administrators ITL's	Scheduling	Administration Instruction Team Leaders	Guidance Team Parent contact regarding scheduling	Administration Leadership Team Scheduling meetings

School-based Strategy/Activity	Timeline	Participants	Aligned Professional Development Outcomes and Indicators	Persons Responsible	Home/Parent Outreach Connection	Evaluation/ Follow-up
Teachers and Counselors will encourage students to consider the advantages of advanced academic offerings and will ensure that individual schedules are developed which emphasize the needs, interests and demonstrated ability of each student.	Throughout school year with a focus during scheduling timelines	Teachers Guidance Team All Students	Talent spotting	Guidance Team All teachers	Guidance Team Parent contact regarding scheduling Parent/teacher conferences	Monthly Team meetings Monthly Guidance Team meetings
Presentations through the Guidance Department will be made to encourage participation in advanced courses	Ongoing Guidance Team schedule	All students Guidance team	Team meetings led by Guidance and Administration	Guidance Team	Guidance Team contact with parents	Monthly Guidance Team meetings
All staff members will “talent spot” for students who can be encouraged to participate in advanced courses and/or the MRHS Scholars Program.	Ongoing	All students All staff members	Talentspotting	All staff members	MRHS Alert Parent/teacher conferences	Monthly Team meetings Monthly MRHS Scholars Meetings
The Scholars Program Action Team Leader and Action Team will monitor Scholars Program students for success and support, evaluate appropriateness of placements, and explore future student growth opportunities.	Ongoing	MRHS Scholars MRHS Scholars Action Team	MRHS Scholars Team Book Study: <i>A Class Apart</i>	MRHS Scholars Action Team	MRHS Scholars contact with parents	Monthly MRHS Scholars Action Team meetings
Guidance Team will facilitate an evening program in January/ February 2010 with a panel of teachers and students describing and discussing the different Scholars, AP, GT, and Honors class offerings for interested students and parents.	Jan//Feb	Interested students and parents Guidance Team Administration Teacher panel Student Panel	Team meetings led by Guidance and Administration	Administration Guidance Team Leadership Team	Guidance Team Communication with parents MRHS Alert	Monthly Guidance team meetings
Administration, Guidance, Student Support Action Teams and staff members will monitor quarterly the success of students involved in advanced courses for appropriate current and future placements.	Quarterly	All students Administration Guidance Team Student Support Action Teams Staff members	Talent spotting Data discussion	All Staff members Administration Student Support Action Teams	Administration Student Support Action Teams Leadership Team All Staff members	Monthly Administration, Student Support Action, Leadership, Guidance and Team meetings

SPECIAL EDUCATION

	LRE A		LRE B		LRE C	
	#	%	#	%	#	%
2004-2005	41	89.1%	4	8.7%	1	2.2%
2005-2006	55	87.3%	7	11.1%	1	1.6%
2006-2007	64	86.5%	10	13.5%	0	0.0%
2007-2008	51	85.0%	9	15.0%	0	0.0%

Alt-MSA Reading				Alt-MSA Math			
Year	Basic	Proficient	Advanced	Basic	Proficient	Advanced	
2007-2008	0.0 (N=0)	0.0 (N=0)	100.0 (N=2)	0.0 (N=0)	0.0 (N=0)	100.0 (N=2)	
2008-2009	0.0 (N=0)	0.0 (N=0)	100.0 (N=1)	0.0 (N=0)	0.0 (N=0)	100.0 (N=1)	

	A/A Students in School Ages 3-21	SWD in School Ages 6-21	SWD who are A/A Ages 6-21	Disproportionality Indicator
2004-2005	7.0%	8.1%	23.9%	16.9%
2005-2006	6.7%	7.1%	25.4%	18.7%
2006-2007	7.0%	6.2%	24.3%	17.3%
2007-2008	7.2%	4.9%	25.0%	17.8%

Goal 1 Objectives

BTE Objectives:

Disproportionality: 100% of schools with overrepresentation of African-American students in special education will decrease disproportionality by one percentage point per year.

Alternative MSA: 100 percent of students with disabilities taking the ALT.MSA will score in the proficient-advanced level.

LRE: LRE A or LRE B data will be ≥ 80 percent; LRE C data will be ≤ 7.0 percent. African-American students with disabilities instructed in separate classes (LRE) will be ≤ 18 percent. The numbers of students with mental retardation instructed in separate classes (LRE C) will be ≤ 30 percent.

School-based Strategy/Activity	Timeline	Participants	Aligned Professional Development Outcomes and Indicators	Persons Responsible	Home/Parent Outreach Connection	Evaluation/ Follow-up
Special and General Education Teams will review master schedule for opportunities to create co-taught classes. Special education teachers will co-teach General education classes.	Scheduling timeline	Special education Team. Leadership team and identified General Ed Teams	Co-teaching	Special education Team. Leadership Team	Special Education case manager parent contact	Monthly special education team meetings Scheduling meetings
The Individualized Education Plan (IEP) will meet annually for each student to determine the Least Restrictive Environment (LRE) for each individual student's educational needs, as mandated by federal law.	Annually	Special education Team Special education students	Special education Team trainings	Special education case managers Special education ITL	Special education case manager parent contact	Annual review meetings for IEP Special education ITL monitoring of compliance reports
The IEP Team will closely review newly referred or transferring students, especially African Americans, with an awareness that we are working towards reducing the number of special ed students receiving services at each level of LRE	As needed	Special Education ITL and IEP teams	Special education Team trainings	Special Education ITL and IEP team	Special education meetings and parent contacts	IEP review and Initial IEP meetings

**HIGH SCHOOL
SCHOOLWIDE PROFESSIONAL DEVELOPMENT PLAN FOR 2009-2010**

Identified PD Need (Aligned to School Improvement and Systemic Objectives)	Professional Development Activity	Date(s)	Person(s) Responsible	Participants	PD Outcome(s)	Evaluation Plan	Budget
Differentiating Instruction	Differentiation w/Leslie Grahm	10/5/09 12/7/09 2/1/10	T. Ireland L. Daman Administration	All staff	Staff members will be able to utilize differentiation strategies to engage all learners.	Student assessment scores HSA scores for all student groups Student and parent surveys	
Data Driven Instruction	Data Discussions/Data Driven Instruction	11/6/09 12/7/09 3/1/10 5/3/10	M. Flynn J. Skahill T. Ireland L. Daman Administration	Teachers	Staff will be able to use data to target instruction to student needs.	Student assessment scores	
Parent communication	Teacherease	10/5/09	C. Potocki C. Bonus J. McDonald Administration	Teachers	Staff will be able to communicate effectively with parents via web grades.	Parent survey	
Parent communication	CLC Q & A	10/5/09	J. McDonald	All staff	Staff will be able to communicate effectively with parents via e-mail.	Parent survey	
Effective Instruction	Google Docs	10/5/09	A. Valdesuso J. McDonald	Teachers	Staff will be able to use technology to increase student interest and participation in class.	Student assessment scores, Student surveys	

Safe student behavior	Student Assistance Program	11/6/09	Guidance Team	All staff	A greater percentage of students and staff will feel MRHS provides a welcoming environment.	Staff and student surveys	
Provide a safe environment	Emergency Preparedness	11/6/09	L. Myers Administration	All staff	Staff will be prepared for emergency situations.	Staff surveys	
Effective instruction, Welcoming Learning Environment Talentspotting	Book Study: <i>What Great Teachers Do Differently</i>	12/7/09 1/4/10	T. Ireland L. Daman	Teachers	Staff will increase knowledge of positive, effective teaching techniques.	Staff and student surveys Student assessment scores, HSA scores, AP participation improvement	
Provide a Welcoming Environment	Green School Initiative	10/5/09	S. Doodigian S. Gado Administration	All staff	Staff will increase knowledge of environmentally responsible teaching practices.	Staff and student surveys	
Effective Instruction	Using Gaming for Test Review	12/7/09	M. Prada J. McDonald	Teachers	Staff will develop alternative methods of instruction and assessment.	Student assessment results	
Increase AP participation	Teaching an AP course	12/7/09	M. Dubbs R. Siskind P. Higdon N. Czarnecki	Teachers	Staff will increase knowledge of AP courses.	Increased AP participation	
Effective Instruction	Left Brain/Right Brain	1/4/10 2/1/10	J. Ayres L. Miers-Bond T. Ireland L. Daman	All staff	Staff members will be able to utilize differentiation strategies to engage all learners.	Student assessment scores HSA scores for all student groups Student and parent surveys	
Cultural proficiency	Cultural Proficiency in the Classroom and Beyond	1/4/10	Leadership Team Administration	All staff	Staff members will increase their knowledge of culturally proficient teaching practices.	Student, parent and staff surveys Student assessment scores HSA scores for all student groups.	

Provide a welcoming, nurturing learning environment	Book Study: <i>The Winners Manual</i>	1/4/10 2/1/10 3/1/10	D. Sageman T. Ireland L. Daman	All staff	Staff will increase their knowledge of motivational strategies related to our Honor Code initiatives.	Student, parent and staff surveys	20 copies = \$250
Effective instruction	Reading Apprenticeship	2/1/10 3/1/10	T. Ireland L. Daman	Teachers	Staff will increase knowledge of positive, effective teaching techniques	Student, parent and staff surveys Student assessment scores HSA scores for all student groups.	\$250 Consultant Fee
Effective instruction	Instructional Strategies Using Technology	2/1/10	J. Clarkin Math Team J. McDonald	Teachers	Staff will be able to use technology to increase student interest and participation in class.	Student assessment scores HSA scores for all student groups.	
Effective instruction	Visual Journaling	3/1/10 4/12/10	J. Ayres L. Miers-Bond T. Ireland L. Daman	Teachers	Staff will increase knowledge of positive, effective teaching techniques.	Student assessment scores HSA scores for all student groups	
Effective instruction	Group Discussion Techniques	3/1/10	M. Dubbs B. Ault SS Team T. Ireland L. Daman	All Classroom Staff	Staff will increase knowledge of positive, effective teaching techniques.	Student assessment scores HSA scores for all student groups	
Effective instruction	Documenting Sources/Noodletools/ Writing Manual	3/1/10	English Team T. Ireland L. Daman	Teachers	Staff will increase knowledge of positive, effective teaching techniques.	Student assessment scores	
Provide a welcoming, nurturing learning environment	Book study: <i>A Class Apart</i>	4/12/10 5/3/10 6/7/10	MRHS Scholars Team T. Ireland L. Daman	All staff	Staff will increase and understanding of the academic, social and emotional challenges faced by students in a community with high expectations.		20 copies = \$250
Provide a welcoming, nurturing learning environment	Book study: <i>I Was a High School Drop-in</i>	4/12/10 5/3/10	9 th grade team members	All staff	Staff will increase their awareness and understanding of the emotional and social issues faced by high school students.	Student, parent and staff surveys	20 copies = \$250

Safe student behavior	Recognizing Signs of Drug Use	4/12/10	Guidance Team	All staff	Staff will become familiar with signs of unsafe student behavior and understand the school system process for intervention.	Student, parent and staff surveys	\$250 Consultant Fee
Provide a welcoming, nurturing learning environment	Writing College Recommendations	5/3/10	Guidance Team English Team	Administration	Staff will be better prepared to support students during the college application process	Student and parent surveys	
Varies according to the PD sessions attended	Article 13 PD Reflections and Sharing	5/3/10 6/7/10	Staff attending Art 13 PD	All staff	Staff will share knowledge gained from various PD opportunities.	Staff surveys Various methods TBD	
Varies according to Appendix D goals	Portfolio sharing	6/7/10	E. Ebersole T. Eberhardt Administration	All staff members who complete a portfolio	Staff will share ideas and artifacts from Appendix D goals.	Staff surveys Various methods TBD	