BALTIMORE CITY
PUBLIC SCHOOLS

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For school year 2010-2011, City Schools has created a new process for school improvement planning. Instead of revising the comprehensive two-year School Improvement Plan annually, schools will complete a one-year amendment to their comprehensive SIP. This amendment will include an updated analysis of school data that leads to a reprioritizing and/or shift of initiatives and interventions to reflect the most current needs of their population. This amendment is called a *School Performance Plan* to transition into a more comprehensive, strategic use of resources to accelerate student achievement for SY 2011-2012. This planning process is aligned with the City Schools Essentials, Vision, Mission, and Goals.

The City Schools Essentials provide a set of value statements that define what is important in our work. In addition to aligning the work with **The Essentials**, our planning process for school success must address federal requirements for Title I and/or NCLB which apply to the majority of our schools. Each year, we consider the most effective way to fulfill our values and meet our requirements.

City Schools Vision: **Every student will graduate ready to achieve excellence in higher education or the global workforce**
City Schools Mission: **Excellence in education for every child at every level**

Goals	Essentials
All students will achieve high standards and graduate ready to succeed (NCLB Goals 1,2 5)	Curriculum and Instruction Supports High Achievement for Every Student
All students will be taught by highly qualified, effective teachers (NCLB Goal 3)	Transformational Leadership Builds Teacher Quality and Promotes High Achievement for Every Student
All students will be taught in environments that are conducive to learning (NCLB Goal 4)	Safe, Supportive Learning Environments Promote High Achievement for Every Student
All students will benefit from the implementation of effective management systems that maximize available resources	Resources and facilities Promote High Achievement for Every Student
All students will benefit from increased family and community engagement that provides positive educational and career opportunities for students	Family and Community Engagement that Promotes High Achievement

BALTIMORE CITY
PUBLIC SCHOOLS

SY 2010 - 2011

School Performance Plan

High Schools

Heritage High School
2801 St. Lo. Drive
41-396-6637/8
Karen Lawrence, Principal
Roger Shaw, Executive Director
Date Submitted: 10/15/2010
Date Revised: Select Date
2nd Date Revised: Select Date

High School Data Sets

Table 1: Current School Demographics			
	2008	2009	2010
Total Enrollment	**690**	**766**	**823**
% of Students By Subgroup			
• African American	**98.7**	**98.3**	**97.5**
• AK Native	-	-	-
• Asian/ Pacific	-	-	-
• Hispanic	.4	.9	-
• White	.9	1.2	-
• FARM	59.2	69.6	79.0
• ELL	-	-	-
• Special Education	20.6	24.0	21.8
% Mobility	29.4	28.9	49.8 **MDSE**
Graduation Rate	47.32	42.15	54.65
% of Highly Qualified Teachers	40.6	73.1	69.9
% of Teachers With Less Than Five Years of Experience	38.2	39.1	
Principal's Years of Experience	36	37	38
Principal's Tenure at the School	**5 years**	**6 years**	**7 years**
School Improvement Status	**RI**	**RI**	**RI**

Table 2: Attendance Data			
	2008	2009	2010
All	**80.4**	**81.3**	**76.0**
% missing > 20 days	**42.4**	**48.1**	**66.3**
% missing < 5 days	**14.4**	**12.1**	**8.0**

Data Source: Principal's Desk

Table 3: Drop-out Rate		
Year	Drop-out Rate	Number of Drop-outs
2010	**5.16**	**48**
2009	**7.02**	**59**
2008	**14.01**	**115**

Table 4: Graduation Rate		
Year	Graduation Rate	Number of Graduates
2010	**54.65**	**141**
2009	**42.15**	**102**
2008	**47.32**	**97**

Table 5: HSA Data												
% Passing	Algebra			Biology			English 2			Government		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
All	**41.**	**33.**	**27.**	**31.**	**34**	27	26	26	**29.**	**45.**	**39**	**34.**
Spec. Ed.	**20**	**16.**		**5.6**	**9.1**		**8.3**	**14**		**45.**	**38.**	
Afr. Amer.	**41.**	**33.**		**31.**	**36.**		**26.**	**26**				
Hispanic	-	-	-	-	-	-						
White	-	.	-									
Spec. Ed.												
LEP	-	-										

Table 6: Advanced Placement course Enrollment and Performance				
Year	# of AP Courses Offered	# of Students Enrolled in AP Courses	# of AP Examinations Taken	# of AP Examinations Scored "3" or Higher
2010	**4**	**40**	**53**	**2**
2009	**3**	**22**	**28**	**1**
2008	-	-	-	-

Data Source: Principals' Dashboard
Optional Relevant Data: (Examples: Climate data, End of Course data, etc.)

Goal: All students will achieve high standards and graduate ready to succeed.

School Vision: Graduates of Heritage High School will be prepared to pursue a postsecondary education, enter the world of work, or both. They will be literate and articulate-posssessing effective readung, writing, and speaking skills. They will be literate and articulate-possessing reading, writing, and speaking skills. The will be critical thinkers-able to discuss, analyze, and debate various educational, social, economic, business, and political issues. They will be well versed in technology and its applications including telecommunications, data entry and analysis, information management, and presentation. Finally, as our school name implies, our students will explore the rich "heritage" they possess through study, performance and display. With the knowledge and expertise outlined above, the will be better equipped to successfully navaigate through adulthood and reach their goals.	**School Mission Statement:** To Be Determined **School Creed:** "We must demonstrae by our actions today that the struggle, the sacrifice, and the suffering of yesterday were not in vain."

Comprehensive Needs Assessment:

 What are the additional data sources that inform your school performance plan (Benchmark, Unit Assessments, etc.)

2010 BENCHMARK TEST END OF COURSE RESULTS

Test	# of Students Assessed	% of Students Proficient
Algebra	41	7.3%
Biology	132	13.6%
English II	81	25.9%
Government	102	56.9%

AVERAGE S.A.T. SCORES

Year	Total	Reading	Math	Writing
2009	936	330	306	311
2008	974	330	315	329

OFFICE REFERRALS
2009--428
2010--606

2010 PARENT/COMMUNITY INVOVLEMENT
---Parent group members increased from 8 to 20.
---The number of signed School/Parent compacts increased from 4% to 17%.
---Parent participation in parent/teacher conferences increased from 30% to 35%.

What's different? Are there any gaps in achievement among subgroups?

--Although a n overall decrease of 4.4.% has been documented, daily student attendance in all grade levels ranged from ___ to ___. Consisent student attendance has been identified as a major challenge for Heritage High for the current school year. Also, High School Assessment scores for students with disabilities are ___to ____ years below all toher subgroups.

(THIS SECTION IS THE COMPREHENSIVE NEEDS ASSESSMENT.)

NCLB sub-groups represented include African American, FARMS, and Special Education. In 2006, Heritage High was identified by the Maryland State Department of Education as a school "in need of improvement". From 2006-2007 to present, the school improvement status has been " Restructuring Implementation". Participation status has been met for all subgroups. Adequate yearly progress has been met in Math for all represented sub-groups. However challenges in Reading have kept the school in School Improvement status. Parents have been notified of the School Improvement Status written communication dated_____.

Overall enrollment has increased by approximately 133 students. The percentage of students with disabilities decreased by 2.2 % (21.8%). The graduation rate increased to 54.65 %. which is significantly below AMO targets for 2010. The percentage of highlr qualified teachers is slightly below 70%. Teacher turnover at Heritage has been minimal. Currently, ___% have more than five years of experience.

HighSchool Assessment scores have declined for the past two years in three of the four tested areas. English scores increased by 3.2 points. Declines in scores in Biology , Government, and Algebra range from 2.5 (Biology); 11.1 (Government); and 14.9 (Algebra). Although scores for students with disabilities have risen from to as high as 19.14% _____, significant performance gaps exist between regular education and special education students.

Attendance data indicates 4.4% decline with 66.3 % of students missing more than 20 school days.

Heritage High students graduated 141 (54.65%) seniors in the 2010 school. This constitutes an increase of 44 students over the past 3 years.

--Students were able to access Advanced Placement classes for the first time in 2009. The number of courses offered inceased from 3 to four during the 2009-2010 school year. AP courses were available in Statistics, English Language and Composition, English Literature & Composition and Statistics. The number of students enrolled increased from 22 to 40 between 2009 and 2010. The number of AP exams increased from 28 to 53.

<u>What are the root causes and contributing factors?</u>
Low functioning levels in literacy skills appear to impact all areas of achievement. Formal and informal assessments document functioning levels that are two to five years annd beyond current grad e levels. Students enter high school unprepared. M.S.A. scores for incoming 9th graders range documented 75% of students in the Basic range for Reading and 97% in the Basic range for Math. Students have difficulty relating present achievement to future success. Poor attendance patterns contribute significantly to the lack of progress. Poor study habits and the failure to complete assignments is a challenge to some extent in all classrooms. Provisions for differentiated instruction are needed to address diverse learning styles, interests, and ability levels. Additional opportunities for collaborative planning & co-teaching are needed

<u>What are the most compelling needs (priority needs) of the school as indicated by the data?</u>

Based on the results of the internal and external school data, priority needs are as follows:
--Improved school attendance
--Increased H.S.A. scores
--increased literacy skills

Annual Measurable Objectives:

Objective #1:

Between June 2010 and June 2011, the proficient/passing rate on the **English High School Assessment** will increase a minimum of 15 percentage points for all students from the previous year from **29.5**% to **44.5**%; African American students from **29.5**% to **44.5**%; White students from **N/A**% to **N/A**%; Hispanic students from **N/A**% to **N/A**%; LEP students from **N/A**% to **N/A**%; Special Education students from ____ % to ____ %; and FARM students from **29.5**% to **44.5**%.

Objective #2:

Between June 2010 and June 2011, the proficient/passing rate on the **Government High School Assessment** will increase a minimum of 15 percentage points for all students from the previous year from **34.4**% to **49.4**%; African American students from **34.4**% to **49.4**%; White students from **N/A**% to **N/A**%; Hispanic students from **N/A**% to **N/A**%; LEP students from **N/A/**% to **N/A/**%; Special Education students from ____ % to ____ %; and FARM students from **34.4%**% to **49.4**%.

Objective #3:

Between June 2010 and June 2011, the proficient/passing rate on the **Biology High School Assessment** will increase a minimum of 15 percentage   points for all students from the previous year from **28.7**% to **43.7**%; African American students from **28.7**% to **43.7**%; White students from **N/A/**% to **N/A/**%; Hispanic students from **N/A/**% to **N/A/**%; LEP students from **N/A/**% to **N/A/**%; Special Education students from ____ % to ____ %; and FARM students from **28.7**% to **43.7**%.

Objective #4:

Between June 2010 and June 2011, the proficient/passing rate on the **Algebra High School Assessment** will increase a minimum of 15 percentage   points for all students from the previous year from **27.0**% to **42.0**%; African American students from **27.0**% to **42.0**%; White students from **N/A**% to **N/A**%; Hispanic students from **N/A**% to **N/A**%; LEP students from **N/A/**% to **N/A**%; Special Education students from **N/A**% to **N/A**%; and FARM students from **27.0**% to **42.0**%.

Objective #5: Between June 2010 and June 2011, the number of students scoring at proficient or advanced in the **Reading** portion of the Alt-HSA will increase a minimum of 15 percentage points from the previous year from **0**% to **15**%. **(Only applies to schools administering the Alt-HSA.)**

Objective #6:

Between June 2010 and June 2011, the number of students scoring at proficient or advanced in the **Mathematics** portion of the Alt-HSA will increase a minimum of 15 percentage points from the previous year from **37.5**% to **52.5**%. **(Only applies to schools administering the Alt-HSA.)**

Objective #7:

 Between June 2010 and 2011, the student attendance will increase from **76**% to **93.3**% to meet the annual measurable objective.

Objective #8:

Between June 2010 and June 2011 the graduation rate will increase from **54.65**% to **85.5**% to meet the annual measurable objective.

Note: (1) Use www.mdreportcard.org as source of data

(2) If the school has too few students in a subgroup for AYP rules, type N/A in % space.

Key Questions for School Performance	How will progress be evaluated?	What performance indicators (metrics. milestones) will be used to measure the effectiveness of these strategies?	What support is needed from the school leadership, LEA and SEA?	Person(s) Responsible?	Timeline	Resources to support (Budget Source/ Amount ex. Title I, $110,000)
What scientifically-based research strategies will be implemented to support this goal? **By June 2011, the student attendance percentage of Heritage High School will be at least 93.3%.** **-Refer students with attendance problems to the Student Support Team and School Attendance Monitor** **-Monitor and report daily, monthly, and quarterly attendance** **-Address root causes for non-attendance and provide support for chronic absentees** **-Create and maintain a school culture where student's collective and individual needs are met in a supportive and caring environment** **-Disaggregate data to provide interventions** **By June, 2010, scores on all High School Assessments will increase by**	**SST Minutes** **Master schedule** **Activity Logs and Programs** **Student schedules** **Service logs** **Attendance logs** **Logs of telephone calls, written correspondence, and home visits** **Court referrals** **Communication Logs** **Agendas of grade level team meetings**	**Monthly/quarterly attendance reports** **Grade level atendance reports** **Decrease in the number of students absent more than 20 school days**	**Provide finances for attendance incentives** **Secure additional attendance monitors** **Provide access to attendance data base and tracking system**	**Principal** **School attendance monitors** **SST Chairperson** **Grade level team leaders**	**October, 2010-June, 2011**	

Key Questions for School Performance	How will progress be evaluated?	What performance indicators (metrics. milestones) will be used to measure the effectiveness of these strategies?	What support is needed from the school leadership, LEA and SEA?	Person(s) Responsible?	Timeline	Resources to support (Budget Source/ Amount ex. Title I, $110,000)
at least 15 percentage points -Implement a co-teaching model that pairs regular educators with special educators for all tested areas -Create formative/10 day assessments that are aligned with state standards to monitor student progress -Focus on instructional strategies that promote differentiated instruction -Create an instructional climate that promotes rigor and engagement Increase skills in Literacy -Implement research supported Reading Programs (Reading Apprenticeship Academic Literacy) -Implement strategies that support schoolwide literacy immersions skills	Review of daily lesson plans Informal and formal observations Classroom learning walks and instructional rounds Examining student work	Benchmark tests Unit tests 10 day assessments H.S.A. test administration results	Provide oportunties for job embedded profesional development	Principal Academic Dean Department Chairs and Instructional Support Teachers Special Educators Regular Educators		

Key Questions for School Performance	How will progress be evaluated?	What performance indicators (metrics. milestones) will be used to measure the effectiveness of these strategies?	What support is needed from the school leadership, LEA and SEA?	Person(s) Responsible?	Timeline	Resources to support (Budget Source/ Amount ex. Title I, $110,000)
What policies will be created, revised and implemented to support the above scientifically-based research strategies? -Provide common planning time for all teachers in the departments of tested areas -Integrate significant resources for well designed professional development that provides expert support to implement the school's core instructional design	Review of master schedule Review of unit plans and daily lesson plans	Benchmark tests H.S.A. test results Standardized test scores Student grades	Facilitate the implementation of job embedded professional development Construct a staffing pattern that facilitates co-teaching and collaborative planning	Principal Academic Dean School Scheduler	October, 2010-June, 2011	
What extended learning opportunities will be provided for struggling students and those most at risk? After school coach classes H.S. A. Mastery classes Saturday classes 8th period bridge classes APEX on line classes	Student work samples Observation Classroom visits and walkthroughs Student conferences	Benchmark tests H.S.A. test results Standardized test scores Student grades	Secure funding and staffing for extended school programs	Principal Academic Dean	October, 2010-June, 2011	

Key Questions for School Performance	How will progress be evaluated?	What performance indicators (metrics. milestones) will be used to measure the effectiveness of these strategies?	What support is needed from the school leadership, LEA and SEA?	Person(s) Responsible?	Timeline	Resources to support (Budget Source/ Amount ex. Title I, $110,000)
Novell On line classes **Bridge Plan for Academic Validationclasses**	**Student work samples** **Observation** **Classroom visits and walkthroughs** **Student conferences**	**Percentage of accepted Bridge projects**	**Secure funding and staffing for extended school programs**		**October, 2010-June, 2011**	
Describe in detail your teacher mentoring program to include: *Who will act as mentors?* *Who are the mentees?* *The schedule of mentoring?* *Mentoring goals and outcomes.* **-Increase the percentage of teachers who move from satisfactory to proficient PBES ratings by 20%** **-Enact systems that promote individual teacher growth through induction, leadership opportunities, professional development planning, evaluation and compensation** **--Mentors will include department chairs, Instructional Support Teachers, and school based seasoned teachers. Participants in cohorts**	**Formal and information observations** **Teacher interviews** **Student interviews** **Instructional rounds** **Classroom walkthroughs** **Survey results**	**Percentages of teachers who receive satisfactory and proficient ratings**	**Hire and organize staff to fit school needs in terms of expertise, philosophy, and schedule**	**Principal** **Academic Dean** **Department Chairs** **Instructional Support Teachers** **Departmental Team members** **Lead Teachers**	**October, 2010-June, 2011**	

Key Questions for School Performance	How will progress be evaluated?	What performance indicators (metrics. milestones) will be used to measure the effectiveness of these strategies?	What support is needed from the school leadership, LEA and SEA?	Person(s) Responsible?	Timeline	Resources to support (Budget Source/ Amount ex. Title I, $110,000)
(Teach for America; Baltimore City Teacher Residency) receive support via their programs also. --Any new or seasoned teacher who requests assistance or demonstrates a need will participate in a specified mentoring relationship. --Mentoring will occur during weekly planning sessions. Job embedded professional development will include in class coaching with timely feedback, focused inquiry, demonstration lessons, workshops and institutes, and examing student work.						
Based on your FCE action plan, how would you involve parents to strengthen your core academic program? -Communicate with families about school programs and student progress through effective school to home communication. Activities will include Back to School night, website postings, brochures, and monthly parent and community meetings. -The School-Parent Compact will be used as the primary tool to support	Copies of meeting agendas, minutes, and sign in sheets -Copies of correspondence to parents sent by the Principal -Phone contact logs -Parent survey results -Attendance logs	-Increase in parent participation by at least 15% -Ratings of school performance of good to excellent by 80% of parents on satisfaction surveys	-Promote a high level of visibility at all FCE activiites -Attend events and places in the community that engage our children and families	Principal Parent Liaison Members of the School Performance Plan committee	October, 2010-June, 2011	

Key Questions for School Performance	How will progress be evaluated?	What performance indicators (metrics. milestones) will be used to measure the effectiveness of these strategies?	What support is needed from the school leadership, LEA and SEA?	Person(s) Responsible?	Timeline	Resources to support (Budget Source/ Amount ex. Title I, $110,000)
student achievement. The development of parent and community partnerships that facilitate mentoring, engagement, problem solving, and incentives for learning will be key goals. -Shared Decision Making - Include families as participants in school decisions, governance and advocacy through organized parent groups, the School Family Council, Engagement Team, Advisory Team, committees, action teams and other opportunities. -Collaboration - Coordinate community resources and services for students and families with the school, businesses, agencies, and other groups, to maximize services provided to the school community.	Copies of meeting agendas, minutes, and sign in sheets -Copies of correspondence to parents sent by the Principal -Phone contact logs -Parent survey results -Attendance logs	Increase in parent participation by at least 15% Ratings of school performance of good to excellent by 80% of parents on satisfaction surveys -Increase in parent participation by at least 15%		Principal Parent Liaison Members of the School Performance Plan committee	October, 2010-June, 2011	

How does your professional development plan align with your school performance plan?	*The Heritage Professional Development Plan aligns with the School Performance by providing strategies to strategically improve teacher quality. Based on data that highlights the school's highest priority academic needs and assesses how well resources are aligned with stuent's academic needs, it identifies concrete goals and objectives that are designed to improve the capacity of new and veteran teachers. The plan mandates collaborative teams and documents an effective model for expert support.*

#425, Heritage High School
Professional Development Plan

Goal: All Students will be taught by highly qualified, effective teachers

FOCUS AREA: Collaborative Planning and Teaching
NEED / DATA ANALYSIS: The SAT and HSA assessment data for the 2009-10 school year indicates that our students need considerable support in both literacy and mathematics. In order to increase achievement for all students, both special and general education teachers will need to take a collaborative approach to analyzing data, developing intervention plans, and implementing said plans. A collaborative planning/teaching approach will provide the structure needed for teachers to make informed, strategic decisions in regards to meeting the needs of all students.
PROFESSIONAL DEVELOPMENT GOAL / OUTCOME By June 2011, 100% of 9th – 12th grade general and special educators will engage in weekly content and grade level specific planning sessions. Additionally, IST/Department Chairs will meet weekly with teachers within their department, both by individually and by grade-level/course.
OBJECTIVE / INDICATOR #1: *Create collaborative teacher teams and ensure that each team is functioning efficiently* **OBJECTIVE / INDICATOR #2:** *Develop an effective model for expert support*

Activities	Timeline	Audience	Person Responsible for Implementation	Evaluation / Evidence of Successful Implementation	Follow-Up Activities
A. Implement common planning time by departments	August, 2010	All 9-12th grade teachers	Principal Academic Dean Scheduler	-Teacher schedules -Meeting agendas -Co-teaching schedules	-Define teacher teams and assign responsibilties - Provide on-going feedback to teachers and coaches
B. Develop a yearlong schedule for common planning and p.d. time	August, 2010-June, 2011	All 9-12th grade teachers	Academic Dean Department Chairs Instructional Support Teachers	-Professional Development calendar -Meeting agendas & notes -Notes from walkthroughs and instructional rounds	-Prioritize schoolwide and departmental lookfors
C. Implement a job embedded, differentiated professional development model	August, 2010-June, 2011	All 9-12th grade teachers	Principal Academic Dean Department Chairs Instructional Coaches Mentors Lead Teachers	-In class coaching schedules and feedback notes -Confirmation of teacher attendance at workshops and institues -Protocols for examining student work -Teacher reflections on focused inquiry topics	-Develop a long range hiring plan that adjusts to the needs of the students and informs the process needed to develop teacher capacity
D. Conduct periodic needs assessments	Quarterly	All 9-12th grade teachers	Academic Dean Department Chairs Instructional Coaches Mentors Lead Teachers	-Compilation of teacher need survey results -Feedback from teacher conferences and walkthroughs	Align professional development calendar with documented needs

EVALUATION PLAN Strategies to evaluate the effectiveness of job embedded professional development include the completion of meeting evaluation forms, teacher surveys, feedback from formal and informal classroom observations, and the percentages of teachers rated unsatisfactory and satisfactory. *At each weekly meeting, the Leadership team will check the PD plan and activity documentation (Agendas, flyers,*

etc…) to ensure that the scheduled activities have occurred. Any activities that did not occur will be rescheduled during the meeting. The leadership team will also review the sign-in sheets from each activity to identify if anyone from the intended audience did not participate. The team will work with those that did not attend to provide make up sessions and to work out any concerns that may impact their attendance at future sessions. The leadership team will also review the teacher feedback forms from each session in order to make adjustments to enhance the next session.

BUDGET				
Budget Category	**Fair Student Funding**	**Title I Funds**	**Title II Funds**	**Other Grant Funds**
Personnel				
Stipends /Substitutes				
Travel				
Materials				
Other				

School Safety Plan
Enter School # and School Name
Key Data

Chart data available on TSS on the School Administrators tab. Then click on School Safety Report.

Goal: All students will be taught in environments that are conducive to learning.

	SY07/08	SY08/09	SY09/10
Overall Suspensions	*75*	43	86
Suspensions- Attack on Staff	3	5	-
Suspensions- Attack on Students	10	4	10
Suspensions- Fights	25	5	23
Suspensions- Bullying	-	-	-
Expulsion	-	-	-
Climate Index	57.752	49.287	55.833

Required Activities	How will progress be evaluated?	Person(s) Responsible	Timeline	Resources to support the activity (Personnel, $$)
A common and consistent vision, language and practices among staff and students				
Develop schoolwide expectations and a plan to teach and reinforce those expectations to students throughout the school year.	**-Observation of school climate for environments conducive to learnings tatus of hallways & classrooms. --Reduction in the number of office referrals and suspensions**	-School Administrators -Classroom teachers -Behavior Intervention Specialist -Mental Health Support Staff	October, 2010 through June, 2011	

-Implement the Positive Behavior Intervention System. (Provide on-going rewards and celebrations for evidence of appropriate conflict resolution and behavior. Recognize individual students and classes in public location for improvements. Celebrate student successes throughout the day in all aspects of the school culture Teach students alternatives to inappropriate behavior. Provide classtoom and schoolwide rewards for positive behavior and student compliance.)	-Observation of school climate for environments conducive to learnings tatus of hallways & classrooms. - -Reduction in the number of office referrals and suspensions	-School Administrators -Classroom teachers -Behavior Intervention Specialist -Mental Health Support Staff	October, 2010 through June, 2011	
Teaching behavioral expectations and requisite skills to all students				
-Review the BCPSS Code of Conduct lessons with students. Instruct students on systemic rules and regulations and consequences	-Attendance sheets -Student work	-School Administrators -Classroom teachers -Behavior Intervention Specialist	August, 2010 through June, 2011	
-Provide student behavioral reflection activities, behavior management plans, and behavior intervention plans	-Copies of student reflections sheets -Documentation of progress on behavior management and intervention plans	-Classroom teachers -I.E.P. Team Members -Behavior Intervention Specialist	August, 2010 through June, 2011	
Monitoring student behavior and providing appropriate feedback				
-Review of daily referral data	-Student Managemetn System Disciplinary Reports -Teacher referral forms	-School Accountability Center Coordinator -Grade level administrators and teachers	August, 2010 through June, 2011	
-All referrals and suspensions will be tracked via the School Acountability Center. Action steps include student conferences, parent conferences, student contracts, daily progress reports, mediations, and referrals to the Student Support Team.		School Accountability Center Coordinator -Grade level administrators and teachers	August, 2010 through June, 2011	
Development of positive student and adult relationships				
-Assign students advisors by homeroom and schedule weekly meetings with agenda designed to discuss student concerns and interests.	-School master schedule -Class lists -Lesson plans -PBIS strategies	-Grade level team administrators and teachers	August, 2010 through June, 2011	

-Celebrate student successes throughout the day in all aspects of the school culture	-Programs from student assemblies -Classroom and building observations	-Parents and community members -Teachers -Administrators -School climate team	August, 2010 through June, 2011	
Use of extended learning programs				
-Continue implementation of the Street Soldiers Violence Prevention Program	-Street Soldiers activity calendar -Student interviews	-Street Soldiers Program Faciliator -Peer mentors	August, 2010 through June, 2011	
-Encourage participation of JROTC students in after school and community based activities				

Enter School # and School Name School Family Council Signature Page

The School Performance Plan has been reviewed and approved by the School Family Council as indicated by the signatures below:

Name	Signature	Position	Date
Karen Lawrence		Principal	
Richard McCoy		President of Alumni Assocation	
A. Williams		PTSO President,	
Julius Zuke		School Media Specialist	
Jodi Barker		Guidance Counslelor	
Ms. Council		Community Representative	
Rosalyn Carter		Academic Dean	
Kamala Carnes		Assistant Principal	
James Greene		Assistant Principal	
Lydia Hall		BTU Representative(Secretary and Clerical)	
Sandra Davis		BTU Representative, Paraprofessionals	
April Myrick-Jones		Instructional Support Teacher	
To Be Determined		Student Government President	