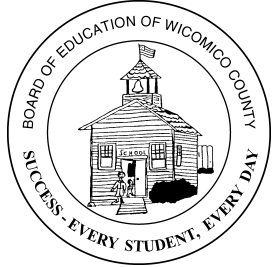


BOARD OF EDUCATION OF WICOMICO COUNTY



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PARKSIDE HIGH SCHOOL



School Improvement Plan

2009 – 2010

It is the policy of the Wicomico County Board of Education to provide equal educational and employment opportunities regardless of age, gender, race, color, religion, national origin, disability or sexual orientation.

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

MISSION STATEMENT:

The mission of Parkside High School is to provide all students with the opportunity to acquire the knowledge and skills necessary to become productive citizens through the integration of academic studies with career and technology education.

BELIEF STATEMENT:

- All stakeholders are valued, appreciated and respected for their uniqueness and diversity.
- All stakeholders share the responsibility for effective learning.
- Student learning is the chief priority for the school.
- All students can learn.
- Students learn best when they are actively engaged in the learning process.
- A safe and caring environment is essential to learning.
- Students are provided with a variety of challenging curricula, instructional approaches and assessments.
- Students are responsible and accountable for their behaviors and decisions.
- In order to accomplish our mission, the commitment to continuous improvement is imperative.

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ADEQUATE YEARLY PROGRESS (AYP) RESULTS SUMMARY:

Annual Measurable Objectives - Reading and Math										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading - Grades 9-12	40.0	45.3	52.2	59.0	65.8	72.7	79.5	86.3	93.2	100
Math - Grades 9-12	40.7	29.8	38.6	47.3	56.1	64.9	73.7	82.4	91.2	100

Reading Results											
	2007 Results			2008 Results			2009 Results				2010 AMO
	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	2009 AMO	Met AMO?	
All Students	70.8	44.2	YES	80.6	50.6	YES	79.5	58.0	65.8	YES	72.7
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	65.8	NA	72.7
Asian	69.2	14.6	YES	70.0	16.8	YES	75.0	28.7	65.8	YES	72.7
African American	46.2	35.4	YES	60.8	40.3	YES	57.6	49.1	65.8	YES	72.7
White	78.0	42.7	YES	86.6	49.2	YES	87.0	56.5	65.8	YES	72.7
Hispanic	100.0	-8.4	YES	80.0	-0.7	YES	83.3	13.3	65.8	YES	72.7
FARM	44.9	35.9	YES	62.3	41.9	YES	63.2	50.2	65.8	YES	72.7
Special Education	33.3	24.5	YES	45.5	30.6	YES	47.6	37.8	65.8	YES	72.7
ELL	75.0	NA	NA	NA	NA	NA	NA	NA	65.8	NA	72.7

Math Results											
	2007 Results			2008 Results			2009 Results				2010 AMO
	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	Met AMO?	% Prof & Adv	Low Band	2009 AMO	Met AMO?	
All Students	70.0	30.6	YES	85.6	38.5	YES	82.4	47.5	56.1	YES	64.9
American Indian	NA	NA	NA	NA	NA	NA	NA	NA	56.1	NA	64.9
Asian	72.7	-1.3	YES	100.0	4.5	YES	100.0	13.5	56.1	YES	64.9
African American	46.4	22.7	YES	68.1	27.6	YES	57.4	37.8	56.1	YES	64.9
White	79.2	29.0	YES	89.1	37.1	YES	88.5	45.9	56.1	YES	64.9
Hispanic	40.0	-20.5	YES	100.0	-13.2	YES	100.0	1.1	56.1	YES	64.9
FARM	54.3	22.8	YES	75.0	29.8	YES	75.0	40.2	56.1	YES	64.9
Special Education	45.8	11.6	YES	59.1	18.5	YES	61.9	26.7	56.1	YES	64.9
ELL	75.0	NA	NA	NA	NA	NA	100.0	NA	56.1	NA	64.9

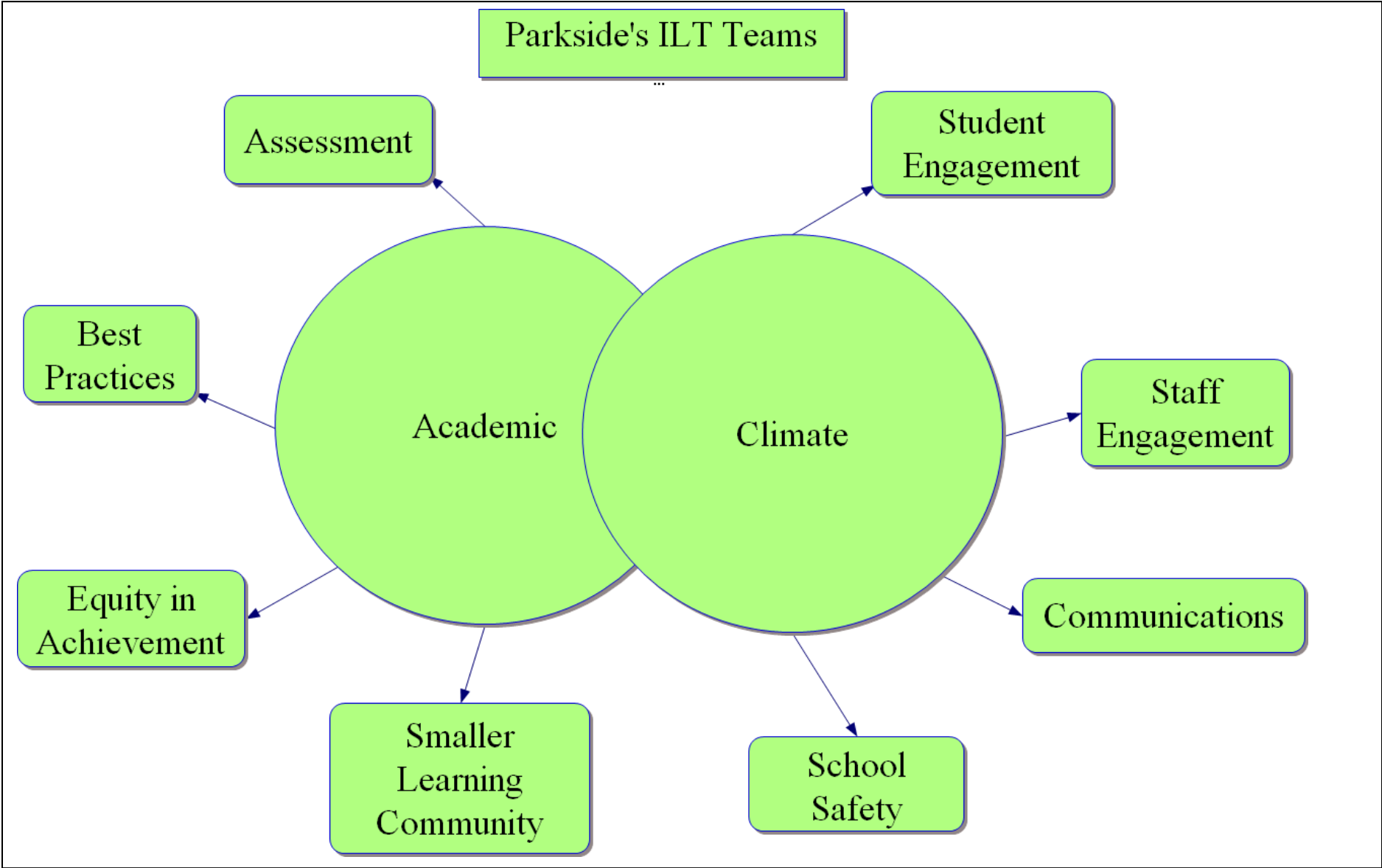
**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Additional AYP Indicator Results					
(Subgroup performance for attendance or graduation rate is not a factor in determining AYP except for a school in Safe Harbor.)					
Attendance for Elementary/Middle Schools; Graduation Rate for High Schools					
	2005 Results	2006 Results	2007 Results	2008 Results	2009 Results
All Students	78.0 - Met	82.8 - Met	83.0 - Met	85.6 - Met	89.5 - Met

*In Safe Harbor

AYP Status								
	Met AYP	Safe Harbor (See detail above)	Requires Local Attention	School Improvement		Corrective Action	Restructure	
				Yr 1	Yr 2		Yr 1	Yr 2
2002-2003	YES							
2003-2004	YES	YES						
2004-2005	NO		YES					
2005-2006	YES							
2006-2007	YES							
2007-2008	YES							
2008-2009	YES							

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**



**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ACHIEVEMENT TARGETS:

- For 2010, we will increase the percentage of students at proficient/ advanced in reading to 72.6% as measured by the English HSA
- For 2010, we will increase the percentage of students at proficient/ advanced in math to 72% as measured by the Algebra HSA.
- For 2010, we will increase (maintain) the percentage of student graduation to (at or above) 85.5%.

ENGLISH HSA/ BENCHMARK GOALS

English HSA:

During the 2009-10 school year, we will increase students' proficiency in <u>English</u> as measured by the English HSA results as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	70.3	64.8				
African American	45.3	38.2				
Asian	69.2	70				
Hispanic	100	50				
White	77.5	75.5				
FARM	43.3	46.2				
ELL	---	---				
Special Education	73.7	67.1				

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

English Benchmark:

During the 2009-10 school year, we will increase students' proficiency in <u>Reading</u> as measured by the English Mid YEAR 08 Bench Mark as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	37	47				
African American	11	21				
Asian	67	77				
Hispanic	0	10				
White	45	55				
FARM	24	34				
ELL	---	---				
Special Education	5	15				

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

ALGEBRA HSA/ BENCHMARK GOALS:

Algebra HSA:

During the 2009-10 school year, we will increase students' proficiency in <u>Algebra</u> as measured by the Algebra HSA as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	53.4	63				
African American	36.5	46				
Asian	100	100				
Hispanic	33.3	43				
White	64.6	74				
FARM	41.9	51				
ELL	---	---				
Special Education	28.6	38				

Algebra I, Part I:

During the 2009-10 school year, we will increase students' proficiency in <u>Algebra 1</u> as measured by the <u>Algebra 1, Part 1 Benchmark #1</u> as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	9	19				
African American	9	19				
Asian	NA	NA				
Hispanic	NA	NA				
White	9	19				
FARM	61	71				
ELL	NA	---				
Special Education	0	10				

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase students' proficiency in <u>Algebra 1</u> as measured by the <u>Algebra 1, Part 1 Benchmark #2</u> as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	30	40				
African American	25	35				
Asian	NA	NA				
Hispanic	NA	NA				
White	36	46				
FARM	32	42				
ELL	NA	NA				
Special Education	0	10				

During the 2009-10 school year, we will increase students' proficiency in <u>Algebra 1</u> as measured by the <u>Algebra 1, Part 1 Benchmark #3</u> as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	8	18				
African American	10	20				
Asian	NA	NA				
Hispanic	NA	NA				
White	8	18				
FARM	10	20				
ELL	NA	NA				
Special Education	NA	NA				

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Algebra I, Part II:

During the 2009-10 school year, we will increase students' proficiency in <u>Algebra 1</u> as measured by the <u>Algebra 1, Part 11 Benchmark #1</u> as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	37	47				
African American	28	38				
Asian	NA	NA				
Hispanic	50	60				
White	41	51				
FARM	41	51				
ELL	NA	NA				
Special Education	27	37				

During the 2009-10 school year, we will increase students' proficiency in <u>Algebra 1</u> as measured by the <u>Algebra 1, Part 11 Benchmark #2</u> as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	9	18				
African American	2	12				
Asian	NA	NA				
Hispanic	0	10				
White	11	21				
FARM	6	19				
ELL	NA	NA				
Special Education	12	22				

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase students' proficiency in <u>Algebra 1</u> as measured by the <u>Algebra 1, Part 11 Benchmark #3</u> as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	48	58				
African American	36	46				
Asian	NA	NA				
Hispanic	NA	NA				
White	54	64				
FARM	43	53				
ELL	NA	NA				
Special Education	32	42				

Algebra Full Year:

During the 2009-10 school year, we will increase students' proficiency in <u>Algebra 1</u> as measured by the <u>Algebra 1 Full Year, Benchmark #1</u> as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	34	44				
African American	27	37				
Asian	NA	NA				
Hispanic	NA	NA				
White	44	54				
FARM	40	50				
ELL	NA	NA				
Special Education	NA	NA				

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase students' proficiency in <u>Algebra 1</u> as measured by the <u>Algebra 1 Full Year, Benchmark #2</u> as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	30	40				
African American	15	25				
Asian	NA	NA				
Hispanic	NA	NA				
White	41	51				
FARM	31	41				
ELL	NA	NA				
Special Education	NA	NA				

During the 2009-10 school year, we will increase students' proficiency in <u>Algebra 1</u> as measured by the <u>Algebra 1 Full Year, Benchmark #3</u> as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	33	43				
African American	29	39				
Asian	NA	NA				
Hispanic	50	60				
White	41	51				
FARM	27	37				
ELL	NA	NA				
Special Education	NA	NA				

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

BIOLOGY HSA/ BENCHMARK GOALS

Biology HSA:

During the 2009-10 school year, we will increase students' proficiency in <u>Biology</u> as measured by the <u>Biology HSA</u> as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	67.5	77				
African American	38.9	48				
Asian	78.6	88				
Hispanic	33.3	43				
White	78.9	88				
FARM	50.5	60				
ELL	NA	NA				
Special Education	50	60				

Biology Benchmark:

During the 2009-10 school year, we will increase students' proficiency in <u>Biology</u> as measured by the <u>Biology Benchmark #2</u> as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	3	13				
African American	3	13				
Asian	12	22				
Hispanic	0	10				
White	3	13				
FARM	NA	NA				
ELL	NA	NA				
Special Education	NA	NA				

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase students' proficiency in <u>Biology</u> as measured by the <u>Biology Benchmark 3</u> as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	73	83				
African American	56	66				
Asian	100	100				
Hispanic	NA	NA				
White	74	84				
FARM	50	60				
ELL	NA	NA				
Special Education	NA	NA				

During the 2009-10 school year, we will increase students' proficiency in <u>Biology</u> as measured by the <u>Biology Benchmark 1 Final</u> as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	23	33				
African American	9	19				
Asian	57	67				
Hispanic	11	21				
White	26	36				
FARM	9	19				
ELL	NA	NA				
Special Education	5	15				

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

GOVERNMENT HSA/ BENCHMARK GOALS

Government HSA:

During the 2009-10 school year, we will increase students' proficiency in <u>Government</u> as measured by the <u>Government HSA</u> as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	75.4	85.9				
African American	57.4	67.1				
Asian	66.7	76.4				
Hispanic	71.4	81.5				
White	83.1	93.4				
FARM	60.6	70.7				
ELL	NA	NA				
Special Education	50	60.5				

Government Benchmark:

During the 2009-10 school year, we will increase students' proficiency in <u>Government</u> as measured by the <u>Government Benchmark 1</u> as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	29	39				
African American	10	20				
Asian	58	68				
Hispanic	NA	NA				
White	35	45				
FARM	15	25				
ELL	NA	NA				
Special Education	11	21				

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase students' proficiency in <u>Government</u> as measured by the <u>Government Benchmark 2</u> as shown:						
Student Group:	2008-09 Actual % Proficient	2009-10 Target % Proficient	2009-10 Actual % Proficient	2010-11 Target % Proficient	2010-11 Actual % Proficient	2011-12 Target % Proficient
All Students	37	47				
African American	15	25				
Asian	67	77				
Hispanic	20	30				
White	44	54				
FARM	16	26				
ELL	NA	NA				
Special Education	20	30				

ATTENDANCE/GRADUATION RATE GOALS:

During the 2009-10 school year, we will increase <u>Graduation Rate</u> as shown:									
Student Group:	2007-08 Actual	2008-09 Actual	2009-10 Target	2009 AMO	2009-10 Actual	2010 AMO	2010-11 Actual	2011 AMO	2011-12 Actual
All Students	83	85.5		85.5		85.5		87.8	
African American	71.1	79.2		85.5		85.5		87.8	
Asian	100	100		85.5		85.5		87.8	
Hispanic	100	88.9		85.5		85.5		87.8	
White	87.3	87		85.5		85.5		87.8	
FARM	54.4	82.9		85.5		85.5		87.8	
ELL	NA	NA		85.5		85.5		87.8	
Special Education	73.3	76.9		85.5		85.5		87.8	

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

For 2010, we will maintain the dropout rate of below 3.0%									
Student Group:	2007-08 Actual	2008-09 Actual	2009-10 Target	2009 AMO	2009-10 Actual	2010 AMO	2010-11 Actual	2011 AMO	2011-12 Actual
All Students	1.06		0.90	3.5		3.5		3.3	
African American	0.92		0.80	3.5		3.5		3.3	
Asian	*		*	3.5		3.5		3.3	
Hispanic	0.00		0.00	3.5		3.5		3.3	
White	1.14		1.00	3.5		3.5		3.3	
FARM	1.89		1.05	3.5		3.5		3.3	
ELL	*		*	3.5		3.5		3.3	
Special Education	0.00		0.00	3.5		3.5		3.3	

During the 2009-10 school year, we will increase students' <u>Attendance Rate</u> as shown:						
Student Group:	2007-08 Actual	2008-09 Actual	2009-10 Target	2009-10 Actual	2010-11 Actual	2011-12 Actual
All Students	91	92	93			
African American	88.4	88.7	90			
Asian	94.3	98.1	99			
Hispanic	88.6	89.3	91			
White	91.9	93	95			
FARM	86.8	88.7	90			
ELL	NA	NA	NA			
Special Education	87.7	92	94			

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

During the 2009-10 school year, we will increase students' <u>Attendance</u> by decreasing <u>Student With Attendance More than 20 days out</u> as shown:						
Student Group:	2007-08 Actual	2008-09 Actual	2009-10 Target	2009-10 Actual	2010-11 Actual	2011-12 Actual
All Students	20.7	18.4	16			
African American	31.8	31.5	29			
Asian	10.5	0	0			
Hispanic	39.4	13.8	11			
White	16.3	14.5	12			
FARM	35.8	30.2	28			
ELL	NA	NA	NA			
Special Education	30	18.6	16			

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

DESCRIPTION OF CURRENT REALITY:

Data Sources	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																											
AYP Status	<ul style="list-style-type: none"> All Students have consistently met AYP for the last several years. 																												
English HSA	<table border="1" data-bbox="407 578 1146 675"> <thead> <tr> <th>Student Group</th> <th>2008 passing</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>*64.8%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Overall the English HSA results declined from 06-07 to 07-08 by 5.5% 2007-2008 Data shows first time testers, which could result in a decline in averages. 	Student Group	2008 passing	All Students	*64.8%	<table border="1" data-bbox="1218 548 1957 1073"> <thead> <tr> <th>Student Group</th> <th>2008 passing</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>38.2%</td> </tr> <tr> <td>White</td> <td>75.5%</td> </tr> <tr> <td>Asian</td> <td>70.0%</td> </tr> <tr> <td>Hispanic</td> <td>50.0%</td> </tr> <tr> <td>Farm</td> <td>46.2%</td> </tr> <tr> <td>Non-Farm</td> <td>73.3%</td> </tr> <tr> <td>Special Education</td> <td>26.3%</td> </tr> <tr> <td>Non-Special Education</td> <td>67.1%</td> </tr> <tr> <td>ELL</td> <td>NA</td> </tr> <tr> <td>Non-ELL</td> <td>64.8%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Overall subgroups declined from 06-07 to 07-08 except for FARM and special ed which increased. FARM increased by 3% and special ed by 1%. The biggest decrease was in African Americans which declined by 7%. 		Student Group	2008 passing	African American	38.2%	White	75.5%	Asian	70.0%	Hispanic	50.0%	Farm	46.2%	Non-Farm	73.3%	Special Education	26.3%	Non-Special Education	67.1%	ELL	NA	Non-ELL	64.8%
Student Group	2008 passing																												
All Students	*64.8%																												
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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Sources	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																											
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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Student Group	2008 passing																											
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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Student Group	October 2008 passing																											
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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Student Group	October 2008 passing																											
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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Student Group	2009 passing																											
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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Student Group	2009 passing																											
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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Student Group	2009 passing																											
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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Student Group	2009 passing																											
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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Algebra 1 BM #3 Full Year	<table border="1" data-bbox="407 370 1146 467"> <thead> <tr> <th data-bbox="407 370 777 418">Student Group</th> <th data-bbox="777 370 1146 418">2009 passing</th> </tr> </thead> <tbody> <tr> <td data-bbox="407 418 777 467">All Students</td> <td data-bbox="777 418 1146 467">33%</td> </tr> </tbody> </table> <ul data-bbox="407 477 1146 509" style="list-style-type: none"> Overall students decreased by 10% from 07-08 to 08-09. 	Student Group	2009 passing	All Students	33%	<table border="1" data-bbox="1218 370 1957 896"> <thead> <tr> <th data-bbox="1218 370 1587 418">Student Group</th> <th data-bbox="1587 370 1957 418">2009 passing</th> </tr> </thead> <tbody> <tr> <td data-bbox="1218 418 1587 467">African American</td> <td data-bbox="1587 418 1957 467">29%</td> </tr> <tr> <td data-bbox="1218 467 1587 516">White</td> <td data-bbox="1587 467 1957 516">41%</td> </tr> <tr> <td data-bbox="1218 516 1587 565">Asian</td> <td data-bbox="1587 516 1957 565">NA</td> </tr> <tr> <td data-bbox="1218 565 1587 613">Hispanic</td> <td data-bbox="1587 565 1957 613">NA</td> </tr> <tr> <td data-bbox="1218 613 1587 662">Farm</td> <td data-bbox="1587 613 1957 662">27%</td> </tr> <tr> <td data-bbox="1218 662 1587 711">Non-Farm</td> <td data-bbox="1587 662 1957 711">NA</td> </tr> <tr> <td data-bbox="1218 711 1587 760">Special Education</td> <td data-bbox="1587 711 1957 760">NA</td> </tr> <tr> <td data-bbox="1218 760 1587 808">Non-Special Education</td> <td data-bbox="1587 760 1957 808">NA</td> </tr> <tr> <td data-bbox="1218 808 1587 857">ELL</td> <td data-bbox="1587 808 1957 857">NA</td> </tr> <tr> <td data-bbox="1218 857 1587 896">Non-ELL</td> <td data-bbox="1587 857 1957 896">NA</td> </tr> </tbody> </table> <ul data-bbox="1218 906 1957 967" style="list-style-type: none"> Every subgroup declined from 07-08 to 08-09. The group with the largest decline was FARM with a decline of 12%. 	Student Group	2009 passing	African American	29%	White	41%	Asian	NA	Hispanic	NA	Farm	27%	Non-Farm	NA	Special Education	NA	Non-Special Education	NA	ELL	NA	Non-ELL	NA
Student Group	2009 passing																											
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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Biology HSA	<table border="1" data-bbox="407 370 1146 467"> <thead> <tr> <th>Student Group</th> <th>2008 passing</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>67.5%</td> </tr> </tbody> </table> <ul data-bbox="407 479 1146 576" style="list-style-type: none"> • Overall students scores declined from 06-07 to 07-08 by 2%. • 2007-2008 data shows first time testers, which could result in a decline in averages. 	Student Group	2008 passing	All Students	67.5%	<table border="1" data-bbox="1218 370 1957 896"> <thead> <tr> <th>Student Group</th> <th>2008 passing</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>38.9%</td> </tr> <tr> <td>White</td> <td>78.9%</td> </tr> <tr> <td>Asian</td> <td>78.6%</td> </tr> <tr> <td>Hispanic</td> <td>33.3%</td> </tr> <tr> <td>Farm</td> <td>50.5%</td> </tr> <tr> <td>Non-Farm</td> <td>75.8%</td> </tr> <tr> <td>Special Education</td> <td>50.0%</td> </tr> <tr> <td>Non-Special Education</td> <td>68.9%</td> </tr> <tr> <td>ELL</td> <td>NA</td> </tr> <tr> <td>Non-ELL</td> <td>67.5%</td> </tr> </tbody> </table> <ul data-bbox="1218 906 1957 993" style="list-style-type: none"> • The African American subgroup increase from 06-07 to 07-08 by 5.6%, the FARM group increased by 8% and the special ed subgroup increased by 30% 	Student Group	2008 passing	African American	38.9%	White	78.9%	Asian	78.6%	Hispanic	33.3%	Farm	50.5%	Non-Farm	75.8%	Special Education	50.0%	Non-Special Education	68.9%	ELL	NA	Non-ELL	67.5%
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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Student Group	2009 passing																											
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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Attendance Rate	<table border="1" data-bbox="407 370 1146 467"> <thead> <tr> <th>Student Group</th> <th>2008</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>92%</td> </tr> </tbody> </table> <ul data-bbox="407 477 1188 535" style="list-style-type: none"> Overall attendance has increased by 1% each year since 05-06 to 07-08. 	Student Group	2008	All Students	92%	<table border="1" data-bbox="1218 370 1957 896"> <thead> <tr> <th>Student Group</th> <th>2008</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>88.7%</td> </tr> <tr> <td>White</td> <td>93%</td> </tr> <tr> <td>Asian</td> <td>98.15</td> </tr> <tr> <td>Hispanic</td> <td>89.3%</td> </tr> <tr> <td>Farm</td> <td>88.7%</td> </tr> <tr> <td>Non-Farm</td> <td>NA</td> </tr> <tr> <td>Special Education</td> <td>92%</td> </tr> <tr> <td>Non-Special Education</td> <td>NA</td> </tr> <tr> <td>ELL</td> <td>NA</td> </tr> <tr> <td>Non-ELL</td> <td>NA</td> </tr> </tbody> </table> <ul data-bbox="1218 906 2007 964" style="list-style-type: none"> Special Education showed the largest increase in attendance from 06-07 to 07-08 with an increase of 4.3%. 	Student Group	2008	African American	88.7%	White	93%	Asian	98.15	Hispanic	89.3%	Farm	88.7%	Non-Farm	NA	Special Education	92%	Non-Special Education	NA	ELL	NA	Non-ELL	NA
Student Group	2008																											
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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Student Attendance More than 20 days absent	<table border="1" data-bbox="409 386 1146 483"> <thead> <tr> <th>Student Group</th> <th>2008</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>18.4%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The percentage of students with more than 20 days absent decrease from 06-07 to 07-08 by 2.3%. 	Student Group	2008	All Students	18.4%	<table border="1" data-bbox="1220 337 1955 865"> <thead> <tr> <th>Student Group</th> <th>2008</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>31.5%</td> </tr> <tr> <td>White</td> <td>14.5%</td> </tr> <tr> <td>Asian</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>13.8%</td> </tr> <tr> <td>Farm</td> <td>30.2%</td> </tr> <tr> <td>Non-Farm</td> <td>NA</td> </tr> <tr> <td>Special Education</td> <td>18.6%</td> </tr> <tr> <td>Non-Special Education</td> <td>NA</td> </tr> <tr> <td>ELL</td> <td>NA</td> </tr> <tr> <td>Non-ELL</td> <td>NA</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Special education showed the largest decline in number of students with more than 20 days absent between 06-07 and 07-08 with an 11.4% decrease. 		Student Group	2008	African American	31.5%	White	14.5%	Asian	0.0%	Hispanic	13.8%	Farm	30.2%	Non-Farm	NA	Special Education	18.6%	Non-Special Education	NA	ELL	NA	Non-ELL	NA
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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Graduation Rate	Student Group	2008	Student Group	2008
	All Students	85.5%	African American	79.2%
	<ul style="list-style-type: none"> • Student overall attendance increased by 2.5% from 06-07 to 07-08. 		White	87.0%
			Asian	100%
			Hispanic	88.9%
			Farm	82.9%
			Non-Farm	86.5%
			Special Education	76.9%
			Non-Special Education	85.9%
			ELL	NA
Non-ELL	85.5%	<ul style="list-style-type: none"> • African American attendance increased by 8% from 06-07 to 07-08 and has continued to rise since 05-06. The FARM attendance increased by 28.5% from 06-07 to 07-08. 		

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

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Dropout Rate	<table border="1" data-bbox="407 386 1146 483"> <thead> <tr> <th>Student Group</th> <th>2008</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>3.4%</td> </tr> </tbody> </table> <ul data-bbox="407 493 1052 521" style="list-style-type: none"> The dropout rate increased by .5% from 06-07 to 07-08. 	Student Group	2008	All Students	3.4%	<table border="1" data-bbox="1218 370 1957 894"> <thead> <tr> <th>Student Group</th> <th>2008</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>4.1%</td> </tr> <tr> <td>White</td> <td>3.4%</td> </tr> <tr> <td>Asian</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>2.8%</td> </tr> <tr> <td>Farm</td> <td>3.9%</td> </tr> <tr> <td>Non-Farm</td> <td>3.2%</td> </tr> <tr> <td>Special Education</td> <td>0.0%</td> </tr> <tr> <td>Non-Special Education</td> <td>3.7%</td> </tr> <tr> <td>ELL</td> <td>NA</td> </tr> <tr> <td>Non-ELL</td> <td>3.4%</td> </tr> </tbody> </table> <ul data-bbox="1218 906 1997 966" style="list-style-type: none"> The dropout rate increased for white students by .8% while the other subgroups remained about the same. 	Student Group	2008	African American	4.1%	White	3.4%	Asian	0.0%	Hispanic	2.8%	Farm	3.9%	Non-Farm	3.2%	Special Education	0.0%	Non-Special Education	3.7%	ELL	NA	Non-ELL	3.4%
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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Sources	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																										
Office Referrals (total)	<table border="1" data-bbox="407 370 1146 467"> <thead> <tr> <th>Student Group</th> <th>2008</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>4216</td> </tr> </tbody> </table> <ul style="list-style-type: none"> There were 237 fewer referrals in 07-08 than in the previous year of 06-07. 	Student Group	2008	All Students	4216	<table border="1" data-bbox="1218 370 1957 896"> <thead> <tr> <th>Student Group</th> <th>2008</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>2312</td> </tr> <tr> <td>White</td> <td>1735</td> </tr> <tr> <td>Asian</td> <td>17</td> </tr> <tr> <td>Hispanic</td> <td>152</td> </tr> <tr> <td>Farm</td> <td>2401</td> </tr> <tr> <td>Special Education</td> <td>417</td> </tr> <tr> <td>Grade 9</td> <td>1755</td> </tr> <tr> <td>Grade 10</td> <td>1203</td> </tr> <tr> <td>Grade 11</td> <td>550</td> </tr> <tr> <td>Grade 12</td> <td>708</td> </tr> </tbody> </table> <ul style="list-style-type: none"> While special education and white subgroups declined in referrals by at least 100 referrals, both FARM and African American subgroups increased by at least 100 referrals. While the 9th grade referrals were down by 100 the 10th grade referrals were up by 100. 	Student Group	2008	African American	2312	White	1735	Asian	17	Hispanic	152	Farm	2401	Special Education	417	Grade 9	1755	Grade 10	1203	Grade 11	550	Grade 12	708
Student Group	2008																											
All Students	4216																											
Student Group	2008																											
African American	2312																											
White	1735																											
Asian	17																											
Hispanic	152																											
Farm	2401																											
Special Education	417																											
Grade 9	1755																											
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Grade 11	550																											
Grade 12	708																											

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Data Sources	Observations About the Aggregated Data, including Trends	Observations About the Disaggregated Data, including Trends																										
	<table border="1" data-bbox="407 337 1146 435"> <thead> <tr> <th data-bbox="407 337 779 386">Student Group</th> <th data-bbox="779 337 1146 386">2008 (total days)</th> </tr> </thead> <tbody> <tr> <td data-bbox="407 386 779 435">All Students</td> <td data-bbox="779 386 1146 435">1711</td> </tr> </tbody> </table> <ul data-bbox="407 444 1146 477" style="list-style-type: none"> Total suspension days declined from 06-07 to 07-08 by 535 days 	Student Group	2008 (total days)	All Students	1711	<table border="1" data-bbox="1220 370 1955 894"> <thead> <tr> <th data-bbox="1220 370 1587 418">Student Group</th> <th data-bbox="1587 370 1955 418">2008</th> </tr> </thead> <tbody> <tr> <td data-bbox="1220 418 1587 467">African American</td> <td data-bbox="1587 418 1955 467">1135</td> </tr> <tr> <td data-bbox="1220 467 1587 516">White</td> <td data-bbox="1587 467 1955 516">481</td> </tr> <tr> <td data-bbox="1220 516 1587 565">Asian</td> <td data-bbox="1587 516 1955 565">6</td> </tr> <tr> <td data-bbox="1220 565 1587 613">Hispanic</td> <td data-bbox="1587 565 1955 613">89</td> </tr> <tr> <td data-bbox="1220 613 1587 662">Farm</td> <td data-bbox="1587 613 1955 662">1144</td> </tr> <tr> <td data-bbox="1220 662 1587 711">Special Education</td> <td data-bbox="1587 662 1955 711">102</td> </tr> <tr> <td data-bbox="1220 711 1587 760">Grade 9</td> <td data-bbox="1587 711 1955 760">889</td> </tr> <tr> <td data-bbox="1220 760 1587 808">Grade 10</td> <td data-bbox="1587 760 1955 808">407</td> </tr> <tr> <td data-bbox="1220 808 1587 857">Grade 11</td> <td data-bbox="1587 808 1955 857">208</td> </tr> <tr> <td data-bbox="1220 857 1587 894">Grade 12</td> <td data-bbox="1587 857 1955 894">207</td> </tr> </tbody> </table> <ul data-bbox="1220 906 2028 997" style="list-style-type: none"> The suspension days for African American declined by 197, white by 307. Suspension days for 9th grade decreased by 201. African American and FARM subgroups have the majority of referrals. 	Student Group	2008	African American	1135	White	481	Asian	6	Hispanic	89	Farm	1144	Special Education	102	Grade 9	889	Grade 10	407	Grade 11	208	Grade 12	207
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**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Conclusions:

1. Describe areas of strength that exist through multiple data sources or grades.
 - 237 fewer referrals in 07-08 compared to 06-07
2. Describe any trends in the areas of strength.
 - In general special education assessment scores increased from previous years.
 - Attendance has increased 1% each year since 05-06.
3. Describe areas of need that exist through most or all data sources or grades.
 - FARM and African American referrals increased by 100 in 07-08 compared to 06-07.
4. Describe any trends in the areas of need.
 - African American students continue to have the highest referral rate and the highest dropout rate.

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

SCHOOL IMPROVEMENT PRIORITIES:

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
A1 Utilize effective instructional strategies to meet the needs of diverse learners and improve learning. <ul style="list-style-type: none"> • Cont. strategic reading practices across curriculum • Utilize H S A intervention strategies • Continue to provide after school tutoring and remediation on an individual basis based on optimal learning style • Identify at risk students • Provide opportunities for mentoring • Continue to make available HAS night 	2
A2 Examine student performance data (e.g., summative and formative assessment data, written work, portfolios, projects) collaboratively, utilizing the continuous improvement process. <ul style="list-style-type: none"> • Support the use of Edusoft to create and analyze assessments • Provide updated information about assessments to teachers • Identify best practices for at risk students in math, reading etc • Communicate to teachers of at risk students – re: performance levels 	2
A3 Utilize before, during and after reading strategies to meet the needs of diverse learners and improve learning in reading in all classes. <ul style="list-style-type: none"> • Provide/Organize Professional Development & Instruction Strategies • Create a culture of reading • Identify best practices for at risk students in math, reading etc • Maintain SURF as a median 	2
A4 Develop classroom level assessments that mirror the content and structural demands of High School Assessments. <ul style="list-style-type: none"> • Provide updated information about assessments to teachers • Provides support for teachers developing assessments • Identify best practices for at risk students in math, reading etc 	4
A5 Utilize strategies to teach problem solving, logic, etc. to meet the needs of diverse learners and improve learning in mathematics. <ul style="list-style-type: none"> • Provide/Organize Professional Development & Instruction Strategies • Support Mathematical thinking across the curriculum • Identify best practices for at risk students in math, reading etc 	2

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority A: Accelerate student learning</i>	
Action Step	Aligns with Master Plan Strategy #
A6 Utilize technology to enhance student learning and increase proficiency with administrative tasks. <ul style="list-style-type: none"> • Support the use of technology for instructional purposes • Analyze data to drive instruction • Support teacher use of technology for differentiation 	16
A7 Implement appropriate remediation initiatives for students who have not been successful on HSAs as a graduation requirement. <ul style="list-style-type: none"> • Provide resources and opportunities for after school remediation • Identify best practices for at risk students in math, reading etc • Continue to provide after school tutoring and remediation on an individual basis based on optimal learning style • Identify and monitor students as they work on Bridge projects • Continue to provide Bridge support during and after school 	3
A8 Improve teachers' expertise in the use of technology for administrative and instructional purposes. <ul style="list-style-type: none"> 5. Support teacher use of technology for differentiation • Promote teacher created web pages 	2
A9 SLC initiatives <ul style="list-style-type: none"> • Promote team teaching opportunities • Create opportunity for common planning • Implement advisory program / relationship building • Continue to research the extension of the SLC into upper grades • Continue to encourage alignment of students on teams 	2

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority B: Improve Student Attendance</i>	
Action Step	Aligns with Master Plan Strategy #
B1 Review and analyze dropout statistics and graduation rate data. <ul style="list-style-type: none"> • Identify at risk students • Generate possible solutions for at risk students 	9
B2 Review and analyze student attendance data. <ul style="list-style-type: none"> • Identify at risk students • Generate possible solutions for at risk students 	9
B3 Improve student graduation rate and reduce the dropout rate. <ul style="list-style-type: none"> • Collaborate with support personnel • Communicate to teachers of at risk students – re: performance levels • Work to improve graduation, drop out and attendance rates • Provide opportunities for mentoring • Promote positive climate events • Create and implement incentive programs • Promote participation in extracurricular activities • Continue to support the growth of 9th grade transition 	9
B4 Improve student attendance rate. <ul style="list-style-type: none"> • Collaborate with support personnel • Communicate to teachers of at risk students – re: performance levels • Work to improve graduation, drop out and attendance rates • Provide opportunities for mentoring • Promote and recognize student attendance • Promote positive climate events • Create and implement incentive programs • Promote participation in extracurricular activities 	9
B5 SLC initiatives <ul style="list-style-type: none"> • Implement advisory program / relationship building • Promote 40 Developmental Assets 	9

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority C: Improve school climate to ensure a safe, drug-free environment conducive to learning</i>	
Action Step	Aligns with Master Plan Strategy #
C1 Review and analyze student behavior data. <ul style="list-style-type: none"> • Collaborate with support personnel • Collect, review and analyze student behavior data • Develop strategies for behavior • Develop suggestion/modifications for current programs 	7
C2 Maintain and implement the school’s Crisis Management Plan. <ul style="list-style-type: none"> • Provide Professional Development for Crisis Management Plan • Administer Crisis Management Plan 	7
C3 Add SLC initiatives as appropriate <ul style="list-style-type: none"> • Research new trends for Smaller Learning Communities • Provide Professional Development for current initiatives • Implement advisory program / relationship building • Analyze effectiveness of existing SLC programs • Continue to research the extension of the SLC into upper grades 	7
C4 Engage stakeholders in the recognition, promotion, and enhancement of students’ strengths using the Developmental Assets. <ul style="list-style-type: none"> • Support “School Wellness” • Promote 40 Developmental Assets • Promote and recognize student achievement • Collaborate with SGA and other student groups • Incorporate 40 Developmental Assets into recognition and incentive programs • Promote Healthy Lifestyles • Explore partnership with community stakeholders • Collaborate with all Instructional Leadership Teams to gather information • Promote and support “Rachel’s Challenge” 	9

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

<i>Priority C: Improve school climate to ensure a safe, drug-free environment conducive to learning</i>	
Action Step	Aligns with Master Plan Strategy #
C5 Enhance Professional Climate <ul style="list-style-type: none"> • Provide outlet for teacher issues • Create solutions for teacher issues • Recognize staff accomplishments • Promote positive relationships between staff members • Promote healthy lifestyles • Increase overall communication in the building • Collaborate with all Instructional Leadership Teams to gather information 	

<i>Priority D: Engage parents in taking an active role in their child’s daily educational program</i>	
Action Step	Aligns with Master Plan Strategy #
D1 Enhance parent communication and family involvement in the educational process. <ul style="list-style-type: none"> • Provide information to parents • Provide information to the community • Promote teacher created web pages • Develop positive community relationships • Explore partnership with community stakeholders 	6

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

PROFESSIONAL DEVELOPMENT PLAN:

School: Parkside High School

Title of program(s): Instructional Leadership Team 2009 – 2010

Beginning Date: August 2009 **Ending Date:** August 2010

Contact person: Micah Stauffer / Tony Hilligoss Principal / ILT Chair
Name Position/Title

A. Establishing the Need for the Proposed Professional Development

1. Referencing your needs assessment, identify the student learning needs that the professional development will address.

- Priority A: Academics
 - We plan to expand opportunities for personalized instruction for all students through teacher collaboration.
 - We plan to increase teachers' repertoire of instructional strategies for teaching reading in the content areas and incorporating math concepts and data analysis throughout the instructional program using teacher collaboration.
 - We plan to address behaviors that interfere with instruction.
 - We plan to increase teachers knowledge of technology in the classroom.
- Priority B: School Climate
 - We plan to support teachers on advisory / relationship building throughout the school year.
 - We plan to nurture a feeling of belonging that results in a positive school climate.
 - We plan to increase teacher knowledge of crisis management strategies.
 - We plan to open up the lines of communication for all stakeholders.

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

2. Briefly describe the programs and/or practices that will be implemented to address the student learning needs that you have identified (e.g., using root cause analysis to examine student data; using content-based instruction to address student skills with reading for information).

- Expand opportunities for personalized instruction for all students by
 - using our PDS partners to continue to provide one-on-one reading support and develop a math program for one-on-one support
 - identifying the best practices in reading and math to be used cross-curriculum.
 - Using Edusoft as a data management tool that will be helpful in tailoring instruction to student needs
 - Using PLC's (Content Communities) to allow teacher collaboration and enhance instruction in order to increase student achievement.
- Increase teachers' repertoire of instructional strategies for teaching reading in the content areas and incorporating math concepts and data analysis throughout the instructional program by
 - identifying the best practices in reading and math to be used cross-curriculum.
 - dedicating professional development time to in-servicing on self-selected topics related to math and reading.
 - Supporting grade 9 academy teachers in identifying common instructional strategies for reading comprehension and problem-solving by providing time for work with outside consultants and PD coaches.
 - continuing to keep teachers up to date on the High School Assessments.
 - Using PLC's (Content Communities) to allow teacher collaboration and enhance instruction in order to increase student achievement.
- Address behaviors that interfere with instruction by
 - dedicating time throughout the school year to identify behaviors that the staff will agree to aggressively address.
 - continuing to monitor attendance and behavior data in order to connect struggling students with resources to support improvement.
- Increases teachers knowledge of technology in the classroom by
 - modeling the use of technology.
 - supporting the use of technology for differentiation and instructional purposes.
 - support the creation of teacher web pages.
 - support the use of Edusoft and X2.
- Support teachers on Advisory / Relationship building throughout the school year by
 - providing staff a forum for discussion.
 - using data and input to improve student-teacher relationships.

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

- identifying best practices to achieve successful advisories / student-teacher relationships.
 - Nurture a feeling of belonging that results in a positive school climate by
 - implementing the advisory program / Relationship building
 - providing opportunities for students and staff to get involved in PHS community activities
 - promoting “School Wellness” and healthy lifestyles.
 - developing and enhancing content communities (PLCs)
 - Increase teacher knowledge of crisis management strategies by
 - promoting understanding of our crisis management plan.
 - inviting an outside speaker to facilitate a discussion of best practices to de-escalate crisis situations.
 - continuing to implement the conflict resolution initiatives.
 - Open up the lines of communication for all stakeholders by
 - promoting teacher created web pages.
 - collaborating with all Instructional Leadership Teams to gather information.
 - exploring technological ways to open up communication.
 - developing and enhancing content communities (PLCs)
- 3. What specific teacher knowledge and skills will be addressed by the activities that you are planning?**
- Please see descriptions of activities above.
- 4. What action step(s) in the school improvement plan does the professional development address?**
- A1A,A1B,A2B,A2C,A3A,A3C,A4A,A4C,A5C,A6A,A6B,A7B,A9A,A9C,B5B,C1B,C2A,C3C

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

B. Activity/Program Content and Delivery

Program Description(s) (Briefly describe the content of each aspect of the program.)	Professional Development Content Standards ¹	Delivery System(s) ²	Participants	Person(s) Responsible for Planning	Is Follow-up Planned? (Yes or No) If yes, describe the follow up activities that are planned. ³
PLCs Collaboration	Collaboration Diverse learning	-large group PLCs -Discussion/ study group	Content Communities	SLC Team	Yes ,Discussion/study group Review of student work
Reading in content strategies	Content knowledge Quality teaching	Large group	All staff	Best Practices Team	Yes, Classroom demonstration
Math in content strategies	Content knowledge Quality teaching	Large group	All staff	Best Practices Team	Yes , Classroom demonstration
Relationship Building	Student learning environment	PLC's	All staff	Equality in Achievement Team	Yes, Discussion+ study group
Assessment + data review	Research-based collaboration	PLC's Large group	All staff	Assessment Team	Yes, additional presentations
Technology to improve instruction	Content knowledge + quality teaching	Demonstration	All staff	TRT	Yes, classroom demonstration
Crisis Management	Student learning environment	Large group	All staff	School safety Team	Yes, monthly review of data by school safety team

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

Notes

¹ **Indicate which of the content standards for professional development will be addressed. (Additional information about each standard is included in the Appendix)**

- Content knowledge and quality teaching
- Diverse learning needs
- Research-based
- Collaboration
- Student learning environments
- Family involvement

² **Indicate the type of delivery system(s) that will be used.**

- Large group presentation
- Discussion/study groups
- Demonstrations
- Observation of participants
- Feedback to participants on mastery of new knowledge and skills
- Action Research
- Review of student work and planning instructional improvement
- Preparation of new instructional materials
- Other (describe)

³ **Types of follow up activities might include:**

- Additional presentations and introduction of new content
- Discussion/study groups
- Classroom demonstrations
- Observation of participants
- Action research
- Review of student work
- Preparation of new instructional materials
- Formal feedback on efforts to implement and use new knowledge and skills

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

5. Briefly describe how principals and other school leaders will be involved in the activity or program.

- Principals and other school leaders will be involved in:
 - PLC Collaboration
 - Assessment and data review
 - Relationship building
- Principals and other school leaders will be visible during:
 - Reading in content strategies
 - Math in content strategies
 - The use of technology to improve instruction
- Principals and other school leaders will model:
 - Technology
 - Relationship building
- Principals and other school leaders will be part of the implementation and the process of:
 - Crises management plan
 - PLC collaboration
 - Assessment and data review

**PARKSIDE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 – 2010**

C. Evaluation Plan

Program Description(s) (Copy the program description from the chart in Part B.)	Did the program actually occur?	Who participated?	What follow up occurred and who participated in it?	Program Evaluation How was the program evaluated? Was the activity successful? Why?

Note: The evaluation report will be submitted to the Director of Curriculum and Professional Development within four weeks of the ending date or May 30 whichever occurs first.