

RICA High School 08-09 ACADEMIC

STUDENT AND STAKEHOLDER FOCUS

Based on 2008 data analysis including MSA, MAP-R, and curriculum-based assessments, academic priorities include:

- Improvement in math and reading MSA scores to meet AMOs without considering the confidence band.

Based on 09/09 stakeholder survey, priorities include:

- Improvement in reading:
 - Remember what was read: 27% of respondents
 - Enjoy reading for pleasure: 19.6% of respondents.

FACULTY AND STAFF FOCUS

Staff development needs are to be met through:

- Collaboration with school, clinical and residential colleagues
- Collaboration with special ed and general ed peers including peer visits within and outside RICA
- Consultation with MCPS Equity Team
- Direct training in:

Academic:

- accessing the curriculum (MCPS and VSC)
- giving specific feedback to students
- writing mastery objectives
- data analysis & monitoring tools
- preparing students for HSA/MSA
- planning for rigor
- equitable classroom practices
- equitable instruction across racial/ethnic groups

(See Action Plan, including Professional Development Plan)

LEADERSHIP

JLG-RICA Leadership Council (RLC) are committed to ensuring that:

- The school's goals, mission, vision, core values, and expectations are communicated to all stakeholders and provide the basis for decision-making at every level.
- Progress toward academic goals is monitored and analyzed regularly through monthly data teams, interim and report card grades, use of data monitoring tools, and unit assessments
- Professional development opportunities are available for all school staff members, focusing on needs related to the SIP and personal professional growth.
- Programs are regularly reviewed and adjusted based on available data.
- Stakeholder input is valued and solicited when plans or decisions are made.

STRATEGIC PLANNING

Increased academic proficiency:

By June, 2009, students at RICA High School will demonstrate an improvement in academic achievement, as measured by:

- Meeting or exceeding MSA standards for all students through an overall increase of 21.5% age points in math, from 34.6% to the AMO of 56.1% proficient or advanced.
- Increasing the percentage of students in the Proficient or Advanced category in math for the following groups: African-American, 31.1 point increase, from 25% to the AMO of 56.1% proficient or advanced; White, not of Hispanic origin, 25.3 point increase, from 30.8% to the AMO of 56.1% proficient or advanced; Hispanic, 22.8 point increase, from 33.3% to the AMO of 56.1% proficient or advanced. FARMS, 31.1 point increase, from 25% to the AMO of 56.1% proficient or advanced; Special Ed, 21.5 point increase, from 34.6% to the AMO of 56.1% proficient or advanced.
- Meeting or exceeding MSA standards for all students through an overall increase of 14.2% age points in reading, from 51.6% to the AMO of 65.8% proficient or advanced
- Increasing the percentage of students in the Proficient or Advanced category in reading for the following groups: African-American, 43.6 points, from 22.2% to the AMO of 65.8% proficient or advanced; White, not of Hispanic origin, 3.3 points, from 62.5% to the AMO of 65.8% proficient or advanced; Hispanic, 15.8 points, from 50% to the AMO of 65.8% proficient or advanced. FARMS, 11.3 points, from 54.5% to the AMO of 65.8% proficient or advanced. Special Ed, 15.8 points, from 50% to the AMO of 65.8% proficient or advanced.

PROCESS MANAGEMENT

- Spring and fall surveys of stakeholders to staff, students, parents, clinicians
- Quarterly meetings of School Improvement Team to review progress.
- Quarterly data collection to determine whether use of quality monitoring tools is occurring regularly to guide instructional decisions.
- Ongoing staff development to enhance teacher skills and use of best practices, based on test scores and perceptual data (e.g. survey results).
- Monitor student achievement through identification of needs, curriculum based assessments, formal tests such as MSA, HSA, MAP-R.
- Opportunities for stakeholder involvement through student meetings; faculty, team, department and GAT meetings; data team and strategic data monitoring meetings; parent information events; strategy meetings with state stakeholders; and ongoing collaboration.

ORGANIZATIONAL PERFORMANCE RESULTS

| All | Math | Reading |
|------|--------|---------|
| 2008 | 34.6%* | 51.6%* |
| 2007 | 31.3%* | 40%* |
| 2006 | (18%) | (27.9%) |

| Asian | Math | Reading |
|-------|------|---------|
| 2008 | 100% | 100% |

| Af. Amer. | Math | Reading |
|-----------|--------|---------|
| 2008 | 25.0%* | 22.2%* |
| 2007 | 37.5%* | 37.5%* |
| 2006 | (6.3%) | (5.6%) |

| White | Math | Reading |
|-------|----------|----------|
| 2008 | 30.8%* | 62.5%* |
| 2007 | 40%* | 40%* |
| 2006 | (25.8%*) | (38.5%*) |

| Hispanic | Math | Reading |
|----------|--------|---------|
| 2008 | 33.3%* | 50%* |

| FARMS | Math | Reading |
|-------|--------|---------|
| 2008 | 25%* | 54.5%* |
| 2007 | 20%* | 20%* |
| 2006 | (0.0%) | (7.7%) |

| SpEd | Math | Reading |
|------|---------|---------|
| 2008 | 34.6%* | 50%* |
| 2007 | 40%* | 40%* |
| 2006 | (18.8%) | (29.1%) |

*meeting standard within confidence interval

| AMOs | Math | Reading |
|------|-------|---------|
| 2009 | 56.1% | 65.8% |

NOTE THAT:

'06 & '09 scores aggregated, grades 5-12.
'07 - 08 scores are for High School only.
No confidence band information was available for 2006-07.

MEASUREMENT, ANALYSIS, & KNOWLEDGE MANAGEMENT

- Quarterly review of SIP
- Unit assessments
- Eligibility data
- Walk-throughs, once per semester