

High School
School Improvement Plan
2007 - 2008

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Mission

The mission of Prince George's County Public Schools is to ensure that all students acquire information and skills and the ability to apply their knowledge to become lifelong learners and productive citizens in a diverse/global society.

This mission is best accomplished through a structure of child-centered learning communities characterized by: equity and access to a quality education that includes strong instructional leadership; high expectations for the achievement of all students; a rigorous curriculum; frequent monitoring of student performance; extending learning opportunities for students failing to meet academic standards; well trained, certified teachers in all classrooms; enhanced resources; families who are empowered to assist in providing a quality education for every child; a school climate conducive to building positive relationships; a safe and orderly school environment fostering enhanced school pride.

Prince George's County Public Schools

Mission Statement for School Improvement Plan

The school improvement planning process for Prince George's County Public Schools supports and reinforces the *Bridge to Excellence Master Plan (BEMP)*. The process requires each school to develop; implement and monitor a school improvement plan (SIP) designed to prepare students for successful citizenship in the twenty-first century. The two-year SIP provides the framework, direction, and focus required of each school to successfully implement the goals delineated in the *Bridge to Excellence Master Plan*. The SIP is intended to be a "living" document for the school. It should be reviewed, evaluated and refined regularly. The school improvement plan (SIP) outlines the specific activities, strategies, and interventions that each school will implement to ensure academic success for all students, grades K-12.

Consistent with the *Bridge to Excellence Master Plan*, the SIP seeks to ensure that all students in all subgroups make adequate yearly progress. The SIP is aligned with federal legislation such as the *No Child Left Behind Act* and state mandates such as, the *Bridge to Excellence in Public Schools Act* and the *Voluntary State Curriculum*.

Executive Summary

Introduction

Surrattsville High School is currently in year two of School Improvement status. Surrattsville High School did make Adequate Yearly Progress (AYP) for 2005-2006. Surrattsville High School tested the students for the 2006-2007 school year and the public release data is pending. Consistent with *No Child Left Behind Public Law, 107-110* guidelines, parents were notified of the school's designation under school improvement via the Prince George's County Public Schools website, www.pgcps.org. Additionally, parents were notified in writing at the beginning of the school year and at the community parent-teacher-student. All parents received information explaining the school's designation, an explanation of the identification, how the academic achievement levels in the school compare to other schools in Prince George's County and the state, the reason why the school was identified, how the school system will address the problem of low achievement, and an explanation of how parents can become involved in addressing the academic issues that led to the identification. The parent community and local board were notified of the status of the school in the following additional ways: *Data Brief, High School Assessments* from the Division of Accountability office, PTSA meetings, copies of the plan are readily available in the front office and the media center, Back to School Night, and at the School Based Instructional team meetings where all parent stakeholders are members of the School Improvement Team. The school board was informed of the 2006-2007 school's designation during regularly scheduled board meetings and briefings in July 2006. The Chief Accountability Officer delivered a power point presentation to the board and identified progress on MSA objectives for Surrattsville High School and other schools in school improvement. Nevertheless, the High School Consortium Superintendent has appointed a School Improvement Instructional Specialist to provide technical assistance and additional oversight for the school. Additionally, the Chief Executive Officer (CEO) has appointed School Improvement Accountability Specialists and Regional Directors to the High School Consortium in an effort to increase support and oversight for schools in school improvement. A professional development timeline under the Intensive Support and Intervention School initiative will identify pathways to high achievement by decentralizing resources to the Regional Offices in direct support of Surrattsville High School being identified as an extensive school. The quarterly monitoring tool details topics and tasks that will be monitored by the High School Consortium office. Both documents are included in this plan. The High School Consortium and the Office of School Improvement and Accountability have assigned personnel to provide additional oversight and technical assistance. Timelines and specific activities are also identified in the School Improvement Plan, professional development calendar, and monitoring tool. Surrattsville High School will be able to improve the percent proficient for all subgroups by using individual score reports and content standard scale score reports from MSDE and the new reading and mathematics textbooks and materials.

Surrattsville High School is a comprehensive community high school located in Clinton, Maryland. It has two feeder schools, Stephen Decatur Middle School and Gwynn Park Middle School. The instructional time is divided into four 90-minute modules with an A/B day schedule. Our mission is to ensure that all students achieve proficiency in a rigorous, challenging, and in-depth course of study that promotes critical thinking and reasoning skills in every discipline. We offer a rich academic program that includes eight Advanced Placement courses, SAT Prep, Child Development 3 (a course where students may earn Prince George's Community College credits), 9th Grade Academy, High School Preparation (HSP) for all ninth graders through our signature AFJROTC program, and a critical reading course 180 to improve the reading comprehension

skills of incoming ninth graders whose reading scores on the Scholastic Reading Inventory (SRI) are below grade level.

The Maryland School Assessment 2006 data for reading and mathematics have been released. The Maryland School Assessment 2006 data indicates that AYP was met in reading for the following subgroups: American Indian/Alaskan Native, Asian/ Pacific Islanders, Whites, and Hispanics. However, the Special Education, FARMS, and African Americans sub group failed to meet AYP. AYP was met in math for the following subgroups: American Indian/Alaskan Native, Asian/ Pacific Islanders, Whites and Hispanics. It was not met in math for the African Americans, Special education, and FARMS. All sub groups met AYP for graduation. The percent proficiency for graduation was 94.01, which is an increase of .61 percentage points.

School Demographics

The student enrollment for the 2007-2008 school year was one thousand three hundred eighty-four students (998) projected to be enrolled, with two hundred and seventy seven (277) students in grade nine, two hundred and seventy three (273) students in grade ten, two hundred twenty-six (226) students in grade eleven, two hundred and twenty two (222) students in grade twelve. Surrattsville High School student population (2007-2008) is comprised of 90.6% African Americans, 4.4% Whites, 2.7% Hispanics, 1.7% Asians, and 0.6% Native Americans. One hundred thirty (150) students receive special education services, three hundred twelve (312) students participate in the Free and Reduced Meal Program, and sixteen (16) students have a 504 education plan. Surrattsville High School does not have a Limited English Proficient (LEP) subgroup at this time.

The professional staff includes the Principal, four (4) Assistant Principals, a Curriculum Coordinator, a Testing Coordinator, a Peer Mediation Coordinator, a In-School Suspension Coordinator, (4) four Core Area Content Teacher Coordinators, four (4) Guidance Counselors, twenty-five (25) supporting staff members and seventy-three (63) teachers. Forty three (43%) percent of the teachers hold an Advanced Professional Certificate, twenty (20%) percent hold a Standard Professional Certificate, and one and eight-tenths (1.8) hold a AFJROTC certificate. The 2006-2007 graduation rate was ninety three percent (93.0%).

In partnership between school and community, Surrattsville High School maintains an active relationship with: Washington County School System, Prince George's Community College, the Parent-Teacher-Student Association (PTSA), Surrattsville High School Foundation, Future Business Leaders of America, WALMART, and GIANT Foods. Through community collaboration we have established an assortment of programs to meet the needs of students and allow students to investigate potential career choices.

Major initiatives and how these efforts will improve student performance.

The identification of reading comprehension and mathematics skills as Surrattsville High School's two priority areas is based on High School Assessment data for 2006-2007 and is further supported by instructional audits, results from benchmarks, portfolios, class profile sheets, differentiated instruction, an analysis of grade distributions and student work samples. To ensure a school-wide focus on instruction, the following will be in place: differentiated staff development opportunities, collaborative planning. department meetings composed of regular and special education teachers, 9th Grade Academy; Smaller Learning Community Model, data

utilization meetings, infusion and use of Edusoft data, and common planning time. Collaboration and instructional conversations will center on pacing and analysis of student work. Daily and long term planning will show evidence of the use of Prince George's County Curriculum Frameworks, Pacing Guides, adherence to Directed Teacher Activity (DTA) Standards for Excellence, a Framework for Teaching and the Voluntary State Curriculum (VSC).

Surrattsville High School's School Based Instructional team is committed to improving students' performance on the High School Assessments. In keeping with this goal, all teachers of the tenth grade courses will be highly qualified instructors. Each teacher will closely follow the curriculum and pacing guides to ensure that students are adequately prepared for quarterly benchmarks. Additionally, all classroom assessments will model the format of the High School Assessments. Instructors will attend training sessions held by the county's central offices to familiarize them with reading and writing strategies for the High School Assessment. Furthermore, they will implement the training provided by the county by giving students instruction on writing brief constructed response items, extended constructed response items, and utilizing the rubrics. The students will be encouraged to attend after school tutorial training in order to clarify misunderstood concepts. Teachers will receive ongoing professional development in the following areas: providing levels of rigor, developing meaningful tasks with appropriate criteria, and using rubrics to assess student work. Strategies will include flexible grouping, collaborative planning, guided reading and reciprocal teaching. Teachers will plan collaboratively in order to address content delivery and students' needs. Students will respond to brief constructed responses, extended constructed responses and use rubrics in order to self-score/peer-score students' work. The students will engage in weekly activities using manipulatives, software, graphing calculators, textbooks and other resources to strengthen problem solving skills. Students will practice real world applications to reinforce mathematical concepts. The Faculty will participate in a series of professional development offerings will be targeted to the roles and responsibilities of teaching. All programs provide professional development to build the knowledge and skills teachers need to teach with an emphasis on rigor while developing their own reflective practice. These will include: training in reading, writing, and mathematics, workshops and institutes, focused on enriching teacher knowledge and helping teachers incorporate effective instructional strategies into their classroom activities. Non-negotiable workshops will be a part of the teacher professional development for all middle grade and high school teachers. A major goal of the entire initiative is to prepare all students for enrollment in advanced-level courses, including college-level coursework, while still in high school. Such an undertaking, however, requires a significant commitment to increasing the number of teachers who are prepared to successfully teach, highly qualified, and it will require strategies that help students prepare for rigorous coursework well before they enter 10th, 11th and 12th grade.

Smaller Learning Community Model

Surrattsville High School 2007-2008 School Year

- Advisory for all grade 9 students in first year
- Looping counselors with students and Looping Assistant Principal with students
- READ 180 for 120 lowest performing 9th graders
- Math support for 10th graders who passed the Algebra I course but failed the algebra High School Assessment
- Creation of 9th grade interdisciplinary teams who have common students
- Common planning time for interdisciplinary teams of teachers in grade 9
- Summer Bridge/9th grade transition program
- Expansion of 9th Grade Academy
- Identify students for Pre Advanced Placement Potential
- Implement Signature Programs: AJROTC
- Exposure to Arts Academy
- Exposure to the Technical Academy
- One full time Math Instructor dedicated to High School Assessment (Algebra I) Intervention/Remediation
- Provide an extensive and ongoing professional development for teachers and counselors
- Promote college planning and preparation, including school-based counseling and college-prep programs that support students in taking steps as early as the middle grades to prepare them for enrollment and success in college.
- Participate in the Leadership Institute for administrators
- Establish partnerships with local colleges and universities
- Incorporate partnerships between school and community fosters academic achievement and excellence by partnering with Surrattsville High School by providing mentors, scholarships, and technical assistance
- Utilize its Parent Teacher Student Association (PTSA)
- Guidance/Advisory Programs
- Appoint a Project Coach/Coordinator
- Establish a Project Management Oversight Committee (PMOC)
- Freshman Seminar
- Family and community partnerships
- Provide Extended learning Opportunities for students
- Provide mentors for students

2008-2009 SCHOOL YEAR

- Continued 2007-2008 goals (non-Negotiable)
- Identify students for Pre Advanced Placement Potential
- Creation of grade level interdisciplinary teams who have common students
- Identify and assign students to the Arts Academy, AJROTC Signature Program, or Technical Academy
- Provide an extensive and ongoing professional development for teachers and counselors
- Promote college planning and preparation, including school-based counseling and college-prep programs that support students in taking steps as early as the middle grades to prepare them for enrollment and success in college.

- Participate in the Leadership Institute for administrators
- Establish partnerships with local colleges and universities
- Incorporate partnerships between school and community fosters academic achievement and excellence by partnering with Surrattsville High School by providing mentors, scholarships, and technical assistance
- Utilize Parent Teacher Student Association (PTSA)
- Create a Masters Resource hall provides academic interventions, tutoring, help with study skills and a place for students to study regardless of their grade level.
- Provide a College student tutoring program
- Provide a peer tutoring program called Honor Guard.
- Create a teacher designed program whereby on Tuesday and Thursday each week students are given an extra hour after second period to get extra help from teachers or take make up tests.
- Students who fail the first semester are offered a second chance over the course of the following month to bring their grade up to passing. High schools students take a reading course that gives them access to [READ 180](#).
- Second chance academy

**Surrattsville High School
2009-2010 SCHOOL YEAR**

- Continued 2007-2008 goals (Non-Negotiable)
- Infusion of Arts Academy & Technical Academy (Full Implementation)
- Infusion of the JROTC Signature Program (Full Implementation)
- Placement of Students in Advanced Level Courses
- Creation of grade level interdisciplinary teams who have common students
- Provide an extensive and ongoing professional development for teachers and counselors
- Promote college planning and preparation, including school-based counseling and college-prep programs that support students in taking steps as early as the middle grades to prepare them for enrollment and success in college.
- Participate in the Leadership Institute for administrators
- Establish partnerships with local colleges and universities: Incorporate partnerships between school and community fosters academic achievement and excellence by partnering with Surrattsville High School by providing mentors, scholarships, and technical assistance
- Provide Internships
- Utilize Parent Teacher Student Association (PTSA)

**Surrattsville High School
2010-2011 SCHOOL YEAR**

- Continued 2007-2008 goals (Non-Negotiable)
- Placement of Students in Advanced Level Courses
- Assessment portfolios

- Assign Advisor/advisee
- Provide students with Choices Explorer, Career Planning Options
- Increased preparation opportunity for AP courses
- Offer double math or intensive reading courses
- Music & fine arts, using external partners as providers
- Expand Foreign language programs
- Regular sustained professional development for teachers

**Surrattsville High School
2011-2012 SCHOOL YEAR**

- Continued 2007-2008 goals (Non-Negotiable)
- Placement of Students in Advanced Level Courses
- Add or expand college-prep programs such as Springboard, AVID, or other AP Incentives Programs
- Partner with Universities to start a Middle College program that will serve ~100 high school juniors and seniors and provide a nontraditional high school experience with exposure to college courses and increased opportunities for acceleration.
- Provide the option of 2 year AP courses, where students commit to “looping” with teacher, providing them extra time to close the preparation gap.
- Partner with colleges and universities in order to develop and create early college initiatives. Through these initiatives students will be able to earn associate degrees or two years of transferable college credit while still in high school.

**Smaller Learning Community Goals and Achievement Expectations
SLC TEMPLATE FOR GOALS AND ACHIEVEMENT EXPECTATIONS
SURREATTSVILLE HIGH SCHOOL**

Goal #1: The proportion of freshmen that are at risk (those students with a GPA below 2.0) will decrease for each sub-group of the school’s population.

School Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
% Increase	45%	35%	25%	15%	5%

Goal #2: The proportion of students with a reading level of proficient or better will increase from for each sub-group of the school’s population.

School Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
% Increase	60%	75%	90%	98%	100%

Goal #3: The number of students with a passing score on the High School Assessment Algebra I/Data Analysis will increase for each sub-group of the school’s population.

School Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
% Increase	15%	15%	20%	25%	30%

Goal #4: The proportion of students enrolled in at least one Advanced Placement course will increase for each sub-group of the school's population.					
School Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
% Increase	10%	15%	20%	25%	30%
Goal #5: The proportion of Advanced Placement (AP) students scoring a three or better on the AP exam will increase for each sub group of the schools population. (Data not available for 2006-07)					
School Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
% Increase	10%	10%	10%	10%	10%
Goal #6: The proportion of students enrolled in at least one Pre AP/Honors course will increase for each sub-group of the school's population.					
School Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
% Increase	25%	30%	35%	40%	60%
Goal #7: The attendance rate will increase for each sub-group of the schools population.					
School Year	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
% Increase	90%	94%	96%	98%	99%

Subgroups

In order to increase the number of students scoring at proficient and advanced in all subgroups, the following priority actions and next steps will be implemented in reading and math:

Professional development for the 2007-2008 school year will continue to include teaching reading strategies and implementing the integration of tools and manipulatives into daily instruction. The work sessions will be differentiated by content and participants' level of expertise. Topics include lesson planning, the use of Flexible Grouping, using Higher Order Questioning Techniques, High School Assessment Training, and Reciprocal Teaching. The department meeting agenda will lend time for collaboration. The Administration and Instructional Team will coordinate professional development. The Instructional Team will provide follow-up sessions for further staff assistance. The ninth grade students will have a dedicated Reading Specialist and reading teacher. The Read 180 course will be provided for all students who score At-Risk (650 and below) and Basic 1 (650-848). The critical reading course (Intermediate Reading) will focus on attaining and improving strategic reading skills that will raise scores. The Instructional Team will maintain focus in the classroom on the research based reading strategies that have been shared in professional staff development and the continued use of the Voluntary State Curriculum (VSC) to guide instructional decisions and lesson planning in the classroom in alignment with the pacing guides/Curriculum frameworks. Selected algebra classes will participate in the Cognitive Tutor Program in preparation for the Algebra High School Assessment. The mathematics and English departments will collaborate with special education monthly to discuss how special education students can improve their academic performance. The mathematics and English departments will continue to analyze test data and student work to identify strategies to be used in the classroom for students' academic success.

Limited English Proficient subgroup: "The school does not have a Limited English Proficient subgroup at this time."

Special Education

Additional supportive training and measures for accountability will be provided for teachers of special needs students in order to address the instructional needs of this subgroup. Teachers will be given continuous professional development including using rubrics to assess students work for instructional planning and incorporate meaningful tasks with appropriate criteria in order to provide a level of rigor. Strategies will include Differentiated Instruction, Flexible Groupings, a focus on student work, infusion of technology in the classroom through the refresh program, Cooperative Learning and Reciprocal Teaching. Teachers will plan collaboratively to use the Prince George's Curriculum Frameworks and the Standards for Excellence. On-going small group instruction will provide students with the opportunity to utilize before, during, and after reading strategies for increased comprehension. The after school Wednesday tutorial support will provide extra assistance. Co-teaching and co-planning will further support the school wide initiatives of policies/procedures and data collection and analysis. Special education accommodations will include the following: additional time on task, verbatim reading, scaffold instruction, flexible grouping, authentic problem-based curriculum and peer/cross-age tutoring. To further enhance the learning experience for special education students, teachers will use Differentiated Instruction and hands-on learning. Students will extend learning by using manipulative tools, software, the Internet, and cooperative learning structures. Special education students did not make AYP in mathematics.

Data Analysis/Algebra I

Support will be provided for teachers in order to address the instructional needs of all students. The textbook company will provide on-line resources to teachers, students and parents. Teachers will receive in-service training on the use of the graphing calculators and software. All students taking algebra will be engaged in daily activities using the Curriculum Frameworks, Standards for Excellence and MSDE instructional activities for algebra. Additional time on task will be available to all students through the Wednesday after school tutorial program. In order to identify students' progress and to facilitate instruction, all students will take pre-test and quarterly benchmarks. The State of Maryland has changed the math AYP requirement from pre-algebraic concepts to algebra.

African American Students

Teachers will receive on-going professional development in the following areas: providing levels of rigor, developing meaningful tasks with appropriate criteria, and using rubrics to assess student work. Strategies will include flexible grouping, collaborative planning, guided reading, and reciprocal teaching. Teachers will make full use of planning time in order to address content delivery needs. Mark distribution reports and lesson plans will be reviewed quarterly to determine accountability.

FARMS

Mathematics teachers will use the 5 E's (elaboration, engagement, evaluation, explanation, and exploration) in order to focus on the Maryland Content Standards and Curriculum Frameworks. Teachers will be provided with staff development workshops on reading strategies for use in the classroom. This will give instructors the opportunity to concentrate on writing in mathematics, journaling, use of the computer software, and graphing calculators. Teachers will plan collaboratively in order to address content delivery and student needs. FARMS will practice before, during, and after reading methods, which will help students to choose the correct operation and solve problems. Students will be exposed to activities that incorporate higher order thinking skills.

Safe and Orderly Environment

Surrattsville will promote and ensure a safe and orderly environment for all students in a school climate supportive of teaching and learning by maintaining a discipline policy and PGCPs Code of Student Conduct, 10101 that encourages student self-discipline. During the 2005-2006 academic school year, Surrattsville High School suspended 657 students. Most of the students were identified as repeat offenders and 9th and 10th grade repeaters. Surrattsville High School has embarked on a discipline initiative by implementing the Mandatory Uniform Policy, The school appointed a data entry secretary and instituted an attendance center where students are monitored daily for tardiness by utilizing the information in the quarterly D/E Report, SIT/SSST Referrals truancy, and attendance issues. The Assistant Principals will maintain a database on attendance, tardiness, truancy and SIT/discipline referrals. The database will include documentation of improvements made by the school in discipline and attendance. The Assistant principals assigned by grade level and the data entry secretary will monitor fluctuations in attendance, tardiness and truancy. During monthly faculty meetings, staff members will be apprised of changes in discipline referrals, suspensions, and poor attendance levels. All staff is professionally staff developed with The Emergency Plan and procedures, Child Abuse and Sexual Harassment, Homeless Education, and Blood borne pathogen training. Additionally, parents will be informed of safety policies/procedures and to discuss parental concerns about the school's environment at the monthly Parent-Teacher-Student- Association meetings and on a case by case basis. Surrattsville High School will continue to institute the Behavior Intervention Plan, Peer Mediation and Conflict Resolution. During the 2006-2007 academic school year Surrattsville High School has implemented In-School Suspension for level one and level two offenses. The school also has a Crisis Resource Intervention Teacher to assist with discipline. The Parent-Teacher-Student Association has been included as a tier of intervention through the schools PAT Program through the COMER Office and the PAC Program. The grade level administrators have been assigned a parent liaison in conjunction with the class sponsor and the grade level guidance counselor in order to assist with accommodating the needs of the students.

Staff and students are required to wear ID badges at all times. Visitors must sign in at the security desk. The Student Code of Conduct assemblies are held each quarter. Fire Drills are conducted monthly. The Emergency Plan has been reviewed and upgraded for the school. Students are required to sign a Memorandum of Understanding regarding the Code of Student Conduct. Resource personnel include: Security Resource Officer, Probation Officer, Security

Team, Pupil Personnel Worker, In School Suspension Coordinator, Crisis Resource Intervention Teacher, Parent Liaison, and a Peer Mediator and Conflict Resolution Specialist. Safety information is communicated to staff and students and emergency procedures are practiced throughout the school year.

Guidance/Advisory Programs will be used to training for counselors will focus on their role in being responsible for the development of a college-going culture within a school, including guiding students on the path to college, course selection, the college admission process, and financial aid through the Academy Model. Scheduling students in classes and activities required for college readiness. The data from the PSAT/NMSQT and AP Potential will be used to identify students with the potential to succeed in AP courses. We will schedule parent nights, with a special focus on preparing students for college and understanding the college application, admission, and financing processes. We will communicate with students and parents about scholarship opportunities, financial aid workshops and develop community service systems.

To improve the graduation rate, Surrattsville will utilize the Guidance Department and the Administrators to create a learning environment that fosters the belief that all seniors can graduate with a high school diploma. The utilization of the following documents will aid in the documentation of steps followed to increase the graduation rate. The student graduation notification agreement, senior contract, quarterly jeopardy letters, parent conferences, quarterly senior failure lists, and quarterly audit meetings with the Region IV Office will serve as documentation used to inform all stakeholders of the students' remaining graduation requirements. Additionally, Surrattsville High School will continue to use the Senior Accountability Checklist, the High School Assessment checklist, parent contact logs, senior jeopardy letter, quarterly attendance report, Wednesday academic tutorial, senior monthly meetings and senior parent meetings. Also, Surrattsville High School will utilize a senior "No-Go" List. The senior "No-Go" List will consist of the consequences for not adhering to the student graduation notification agreement and violations of the PGCPSS Student Code of Conduct, 10101.

Parental Involvement

Incorporating partnerships between school and community fosters academic achievement and excellence. This partnership between local businesses, schools (feeder), homeowners (parents), community college and a local/state organization will serve as an operational advisory committee. This committee will develop and maintain activities that support the curriculum and promote student growth, student development, and student goal-oriented behaviors. The committee will also motivate students in the areas of attendance and grades, prepare students for a career and/or post-secondary education. Community and business members will partner with Surrattsville by providing mentors, scholarships, and technical assistance. Guest speakers, businesses leaders, and mentors (volunteer a minimum of four hours per month) will serve as career-related role models for students. Additionally, parent boosters of school-sponsored activities will donate time, effort, and organizational skills to fundraising endeavors. In order to increase parental and community participation, Surrattsville will utilize its Parent Teacher Student Association (PTSA) to encourage community and parent involvement. The 2006-2007 has involved the PAT program through the COMER Office where parent volunteer and are identified with assisting teachers. The PAC Program will consist of a cohort for each grade level that consists of a parent, guidance counselor, grade level administrator, and class sponsor. Each cohort will develop activities to assist students with meeting School Improvement goals and objectives. The PTSA will maintain a monthly attendance log that will document increased attendance in PTSA meetings and activities. Additionally, the mathematics and science

departments will each sponsor a parent night. Parent night will provide teachers with the opportunity to inform parents about high stakes tests such as High School Assessments, Advanced Placement Exams, PSAT, and SAT. Teachers will also provide parents with strategies they can use to help their children prepare and perform successfully on these tests. The school will utilize its marquee, website, telephone “call out” system, and Principal and PTSA newsletter to keep the parents and community informed of all relevant activities. The advisory committee will meet regularly to plan activities, coordinate with employer representatives, meet with parents and devise strategies for dealing with problem students. Establish partnerships with local colleges and universities so that students may take campus visits, meet with college admissions officers, and arrange for tutors and mentors for students. The following will be a component of the PTSA: Foster a college-going culture by empowering all adults in the school to: Encourage students to engage in rigorous and challenging courses during high school, Introduce students to relevant and meaningful options for postsecondary education, Build relationships among students and their families, counselors, teachers, colleges and universities, and their communities, participate in professional development that will be intended to supplement and enhance district-run professional development, not replace it. Professional development will be conducted through local, regional offices, incorporate partnerships between school and community fosters academic achievement and excellence. This partnership between local businesses, schools (feeder), homeowners (parents), community college and a local/state organization will serve as an operational advisory committee, establish committees that will develop and maintain activities that support the curriculum and promote student growth, student development, and student goal-oriented behaviors. The committee will also motivate students in the areas of attendance and grades, and prepare students for a career and/or post-secondary education, partner with Surrattsville High School by providing mentors, scholarships, and technical assistance. Guest speakers, businesses leaders, and mentors (volunteer a minimum of four hours per month) will serve as career-related role models for students. Additionally, parent boosters of school-sponsored activities will donate time, effort, and organizational skills to fundraising endeavors, institute a Parent Assisting Teachers program through the COMER Office where parent volunteer and are identified with assisting teachers, institute a Parent Administrative Cohort Program will consist of a cohort for each grade level that consists of a parent, guidance counselor, grade level administrator, and class sponsor and each cohort will develop activities to assist students with meeting School Improvement goals and objectives, maintain a monthly attendance log that will document increased attendance in PTSA meetings and activities, sponsor a parent night and parent night will provide teachers with the opportunity to inform parents about high stakes tests such as High School Assessments, Advanced Placement Exams, PSAT, and SAT, provide parents with strategies they can use to help their children prepare and perform successfully on these tests, and establish an advisory committee that will report to the principal and will meet regularly to plan activities, coordinate with employer representatives, meet with parents and devise strategies for dealing with problem st