

Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11

Organization Code: **0020** District Name: Adams 12 Five Star Schools School Code: **6402** School Name: **Northglenn High School**

Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in **blue** text which was used to determine whether or not the school met the 2010-11 accountability expectations. The school's report (pp.1-2 of this template) is available through CEDAR. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below reference data from the School Performance Framework and AYP (available through CDE reports shared with the districts). The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results		Meets Expectations?	
		Reading	1-year	3-years	1-year	3-years	Reading	Math
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50 th percentile by using 1-year or 3-years of data	Reading	73.3%	72.2%	53.6%	53.9%	Does Not Meet	
		Math	33.5%	30.5%	19.4%	16.6%	Approaching	
		Writing	50.0%	49.6%	29.4%	30.2%	Does Not Meet	
		Science	50.0%	50.0%	28.6%	32.1%	Approaching	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 37			% of targets met by School: 83.8%		Reading	Yes
Academic Growth	Median Student Growth Percentile Description: Growth in CSAP for reading, writing and math Expectation: If school met adequate growth, then median SGP is at or above 45 If school did not meet adequate growth, then median SGP is at or above 55	Reading	Median Adequate SGP: 45	Median SGP: 45/55	Median SGP: 58		Meets	
		Math	99	45/55	Median SGP: 56		Meets	
		Writing	88	45/55	Median SGP: 54		Approaching	

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/danda/aypprof.asp

** To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), access the report in the Automated Data Exchange AYP System.

Student Performance Measures for State and ESEA Accountability (cont.)

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations		'09-10 School Results		Meets Expectations?
Academic Growth Gaps	<p>Median Student Growth Percentile Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.</p>	See your school's performance frameworks for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		See your school's performance frameworks for listing of median growth by each disaggregated group.		Overall Rating for Growth Gaps: Meets
Post Secondary Readiness	<p>Graduation Rate Expectation: 80% or above</p>	80% or above		67.2%		Approaching
	<p>Dropout Rate Expectation: At or below State average</p>	1-year	3-years	1-year	3-years	Approaching
		5.09%	5.74%	8.8%	7.5%	
	<p>Mean ACT Composite Score Expectation: At or above State average</p>	1-year	3-years	1-year	3-years	Approaching
19		20	17.3	17.9		

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Improvement	The school is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2011 to be uploaded on SchoolView.org. Refer to the SchoolView Learning Center for more detailed directions on plan submission, as well as the Quality Criteria and Checklist for State Requirements for School Improvement Plans to ensure that all required elements are captured in the school's plan.
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	N/A	Not identified for Improvement under Title I.

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach. NO	<input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Closure
	Has the school received a School Improvement grant? When was the grant awarded?	NO
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	NO
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	YES. North Central Accreditation Review November 2010

Improvement Plan Information

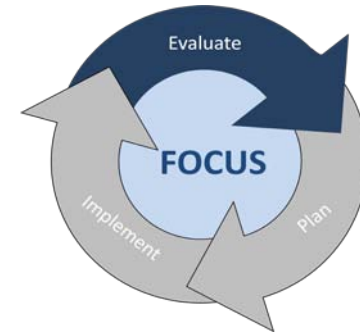
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA
 Tiered Intervention Grant
 School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Mary Lindimore, Principal
	Email	mary.lindimore@adams12.org
	Phone	720-972-4600
	Mailing Address	601 West 100 th Place, Northglenn, CO 80260
2	Name and Title	Melissa Sivernell, Assistant Principal Michael James, Assistant Principal
	Email	melissa.s.sivernell@adams12.org Michael.r.james@adams12.org
	Phone	720-972-4600 720-972-4620
	Mailing Address	601 West 100 th Place, Northglenn, CO 80260

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.



Step One: Gather and Organize Relevant Data

The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the school is expected to reference key data sources including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), (4) Post Secondary Readiness, and (5) CELApro data. This information is available either on SchoolView (www.schoolview.org/SchoolPerformance/index.asp) or through CDE reports shared with the district.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	School Processes Data	Perception Data
<ul style="list-style-type: none"> • Local outcome and interim assessments • Student work samples • Classroom assessments (type and frequency) 	<ul style="list-style-type: none"> • School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Student mobility rates • Staff characteristics (e.g., experience, attendance, turnover) • List of schools and feeder patterns • Student attendance • Discipline referrals and suspension rates 	<ul style="list-style-type: none"> • Comprehensive evaluations of the school (e.g., SST) • Curriculum and instructional materials • Instruction (time and consistency among grade levels) • Academic interventions available to students • Schedules and class sizes • Family/community involvement policies/practices • Professional development structure • Services and/or programs (Title I, special ed, ESL) • Extended day or summer programs 	<ul style="list-style-type: none"> • Teaching and learning conditions surveys (e.g., TELL Colorado) • Any perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools (district and/or school level)

Step Two: Analyze Trends in the Data and Identify Priority Needs

Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a “root cause” if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status)	<p><u>Reading:</u></p> <ul style="list-style-type: none"> ▪ 53.9% Proficient and Advanced on CSAP (3 yr avg) (less than CO avg) ▪ 9th Grade: 07-08 47%, 08-09 49%, 09-10 53% ▪ 10th Grade: 07-08 59%, 08-09 54%, 09-10 53% ▪ 58th Median Growth Percentile (meets) ▪ AYP 09-10 marked the first time in 3 yrs that NHS has made AYP ▪ Special Education students have not made AYP over the past 3 yrs ▪ Hispanic students made AYP in 08-09, but did not meet AYP in 07-08 and 09-10 		

	<ul style="list-style-type: none"> ▪ Targets met for AYP have increased over 3 years: 70.3% (07-08), 71.4% (08-09), 83.8% (09-10) <p><u>9th Grade Data (3 yr avg):</u></p> <ul style="list-style-type: none"> ▪ Percent of students proficient or advanced on CSAP 49.7% (3 yr avg) 07-08 47%, 08-09 49%, 09-10 53% ▪ Percent of students meeting district grade level expectations- 50.7% (decreasing trend from 56% to 43%) ▪ Special Education students- 8.3% proficient or advanced on CSAP (increasing trend) ▪ English Language Learners- 5.7% proficient or advanced on CSAP: 07-08 10.7%, 08-09 1.9%, 09-10 4.4%. <p><u>10th Grade Data (3 yr avg):</u></p> <ul style="list-style-type: none"> ▪ Percent of students proficient or advanced on CSAP 55.3% (3 yr avg) 07-08 59%, 08-09 54%, 09-10 53% ▪ Special Education students- 4.3% proficient or advanced on CSAP: 07-08 7% 08-09 0%, 09-10 5.9%. ▪ Percent of Special Education students Unsatisfactory on CSAP has increased over 3 years: 41.9% (07-08), 51.6% (08-09), 61.8% (09-10) ▪ English Language Learners- 11.7% proficient or advanced on CSAP (decreasing trend) ▪ Percent of ELL students Unsatisfactory on CSAP has increased over 2 years: 21.2% (08-09) to 36.4% (09-10) <p><u>11th Grade Data (3 yr avg):</u></p> <ul style="list-style-type: none"> ▪ Composite ACT score has decreased over the past 3 yrs: 18.7 (07-08), 17.7 (08-09), 17.3 (09-10) ▪ Special Education students- 4.2% proficient or advanced on ACT 	
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	<ul style="list-style-type: none"> ▪ English Language Learners- 1% proficient or advanced on ACT (decreasing trend) <p>Writing:</p> <ul style="list-style-type: none"> ▪ 30.2% Proficient and Advanced on CSAP (3 yr avg) (less than CO avg) ▪ 9th Grade: 07-08 24%, 08-09 29%, 09-10 30% (increasing trend) ▪ 10th Grade: 07-08 34%, 08-09 29%, 09-10 29% ▪ 54th Median Growth Percentile (approaching) ▪ In Writing, 48.54% of students tested on the CELA Assessment maintained the same level of proficiency. Only 24.56% improved from 08-09 to 09-10. 18.13% of students tested decreased in proficiency level. <p>9th Grade Data (3 yr avg):</p> <ul style="list-style-type: none"> ▪ Percent of students proficient or advanced on CSAP 27.7% (3 yr avg) 07-08 24%, 08-09 29%, 09-10 30% ▪ Percent of students meeting district grade level expectations - 53.7% (district avg 69%) (decreasing trend) ▪ Hispanic students- 18.4% proficient or advanced on CSAP ▪ Special Education students- 1.8% proficient or advanced on CSAP (increasing trend) ▪ English Language Learners- 1.8% proficient or advanced on CSAP (decreasing trend) <p>10th Grade Data (3 yr avg):</p> <ul style="list-style-type: none"> ▪ Percent of students proficient or advanced on CSAP 30.7% (3 yr avg) 07-08 34%, 08-09 29%, 09-10 29% ▪ Percent of students meeting district grade level expectations - 61% (district avg 72.3%) ▪ Hispanic students- 20.7% proficient or 	<ol style="list-style-type: none"> 1. Over 3 years the % of Proficient and Advanced has lagged behind the state average 2. Percentage of ELL students and Special Education students proficient or advanced is significantly below other subgroups in CSAP. 3. ELL students are not moving from one proficiency level to the next at an acceptable rate. 	<p>Lack of consistent, frequent opportunities for common course teams to work together for planning and data analysis.</p> <p>Writing assessment opportunities are lacking for data collection within the building and district.</p> <p>Cross-curricular rubrics for writing are not being used by all staff members.</p> <p>Training for writing with Special Education and ELL students is lacking.</p> <p>Lack of rigorous ESL courses and implementation of district curriculum.</p>
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	<p>advanced on CSAP (decreasing trend)</p> <ul style="list-style-type: none"> ▪ Special Education students- 0.8% proficient or advanced on CSAP (decreasing trend) ▪ Percent of Special Education students Unsatisfactory on CSAP has increased over 3 years: 53.5% (07-08), 41.9% (08-09), 61.8% (09-10) ▪ English Language Learners- 1.7% proficient or advanced on CSAP (decreasing trend) ▪ Percent of ELL students Unsatisfactory on CSAP has increased over 3 years: 30.4% (07-08), 22.7% (08-09) 34.6% (09-10) <p>Math:</p> <ul style="list-style-type: none"> ▪ 16.6% Proficient and Advanced on CSAP (3 yr avg) (less than CO avg) ▪ 9th Grade: 07-08 14%, 08-09 18%, 09-10 24% (increasing trend) ▪ 10th Grade: 07-08 16%, 08-09 9%, 09-10 14% ▪ 56th Median Growth Percentile (meets) ▪ AYP has not been met in the last 3 yrs ▪ Special Education students have not made AYP over the past 3 yrs ▪ Hispanic students have not made AYP over the past 3 yrs ▪ English Language Learners have not made AYP over the past 3 yrs ▪ Targets met for AYP have increased over 3 years: 70.3% (07-08), 71.4% (08-09), 83.8% (09-10) <p>9th Grade Data (3 yr avg):</p> <ul style="list-style-type: none"> ▪ Percent of students proficient or advanced on CSAP 18.7% (3 yr avg) 07-08 14%, 08-09 18%, 09-10 24% ▪ Percent of students meeting district grade level expectations- 54.3% (district avg 66.3%) (increasing trend from 48% in 07-08 to 69% in 09-10) 	
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	<ul style="list-style-type: none"> ▪ Hispanic students- 11.1% proficient or advanced on CSAP (increasing trend) ▪ Percent of Hispanic students Unsatisfactory has been 50% or more over the past 3 yrs on CSAP: 56.8% (07-08), 55% (08-09), 50.2% (09-10) ▪ Special Education students- 1% proficient or advanced on CSAP (increasing trend) ▪ Percent of Special Education students Unsatisfactory has been 80% or more over the past 3 yrs on CSAP: 88.2% (07-08), 81.4% (08-09), 87.9% (09-10) ▪ English Language Learners- 1.9% proficient or advanced on CSAP (increasing trend) ▪ Percent of ELL Unsatisfactory has been 69% or more over the past 3 yrs on CSAP: 70.7% (07-08), 88.5% (08-09), 69.1% (09-10) <p><u>10th Grade Data (3 yr avg):</u></p> <ul style="list-style-type: none"> ▪ Percent of students proficient or advanced on CSAP 13% (3 yr avg) 07-08 16%, 08-09 9%, 09-10 14% ▪ Percent of students meeting district grade level expectations- 60.7% (district avg 71.3%) (increasing trend from 56% in 07-08 to 76% in 09-10) ▪ Hispanic students- 6.5% proficient or advanced on CSAP ▪ Percent of Hispanic students Unsatisfactory has been 50% or more over the past 3 yrs on CSAP: 57.8% (07-08), 63.9% (08-09), 52.2% (09-10) ▪ Special Education students- 0% proficient or advanced on CSAP ▪ Percent of Special Education students Unsatisfactory has been 80% or more over the past 3 yrs on CSAP: 81.4% (07-08), 87.1% (08-09), 84.4% (09-10) ▪ English Language Learners- 1.7% proficient 		
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	<p>or advanced on CSAP (decreasing trend)</p> <ul style="list-style-type: none"> ▪ Percent of ELL Unsatisfactory has been 75% or more over the past 3 yrs on CSAP: 75% (07-08), 90.9% (08-09), 78.6% (09-10) <p><u>11th Grade Data (3 yr avg):</u></p> <ul style="list-style-type: none"> ▪ Composite ACT score has decreased over the past 3 yrs: 18.7 (07-08), 17.7 (08-09), 17.3 (09-10) ▪ Hispanic students- 12.0% proficient or advanced on ACT (decreasing trend) ▪ Special Education students- 3.1% proficient or advanced on ACT (decreasing trend) ▪ English Language Learners- 4.3% proficient or advanced on ACT (decreasing trend) 	
	<p><u>Science:</u></p> <ul style="list-style-type: none"> ▪ 32.1% Proficient and Advanced on CSAP (3 yr avg) (less than CO avg) <p><u>10th Grade Data (3 yr avg):</u></p> <ul style="list-style-type: none"> ▪ Percent of students proficient or advanced on CSAP 31.3% (3 yr avg) 07-08 36%, 08-09 28%, 09-10 27% (decreasing trend) ▪ Hispanic students- 17% proficient or advanced on CSAP (slight decreasing trend) ▪ Percent of Hispanic students Unsatisfactory has been 50% or more over the past 3 yrs on CSAP: 57.8% (07-08), 56.6% (08-09), 53.6% (09-10) ▪ Special Education students- 0.8% proficient or advanced on CSAP (decreasing trend) ▪ Percent of Special Education students Unsatisfactory has been 75% or more over the past 3 yrs on CSAP: 76.7% (07-08), 87.1% (08-09), 94.1% (09-10) ▪ English Language Learners- 2.3% proficient or advanced on CSAP (decreasing trend) ▪ Percent of ELL Unsatisfactory has been 75% 	

	<p>or more over the past 3 yrs on CSAP: 76.8% (07-08), 92.4% (08-09), 87.3% (09-10)</p> <p><u>11th Grade Data (3 yr avg):</u></p> <ul style="list-style-type: none"> ▪ Composite ACT score has decreased over the past 3 yrs: 18.7 (07-08), 17.7 (08-09), 17.3(09-10) ▪ Hispanic students- 18.4% proficient or advanced on ACT (decreasing trend) ▪ Special Education students- 4.9% proficient or advanced on ACT (decreasing trend) ▪ English Language Learners- 3.2% proficient or advanced on ACT (decreasing trend) 																																	
<p>Academic Growth</p>	<p><u>Reading:</u> 51st percentile in 07-08, 46th percentile in 08-09, 58th percentile in 09-10 (increasing trend)</p> <table border="0" style="margin-left: 40px;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>07-08</u></th> <th style="text-align: center;"><u>08-09</u></th> <th style="text-align: center;"><u>09-10</u></th> </tr> </thead> <tbody> <tr> <td>Catching Up</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">27%</td> <td style="text-align: center;">27%</td> </tr> <tr> <td>Keeping Up</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">85%</td> </tr> <tr> <td>Moving Up</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">4%</td> <td style="text-align: center;">6%</td> </tr> </tbody> </table> <p><u>Math:</u> 47th percentile in 07-08, 49th percentile in 08-09, 56th percentile in 09-10 (increasing trend)</p> <table border="0" style="margin-left: 40px;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>07-08</u></th> <th style="text-align: center;"><u>08-09</u></th> <th style="text-align: center;"><u>09-10</u></th> </tr> </thead> <tbody> <tr> <td>Catching Up</td> <td style="text-align: center;">3%</td> <td style="text-align: center;">3%</td> <td style="text-align: center;">3%</td> </tr> <tr> <td>Keeping Up</td> <td style="text-align: center;">53%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">61%</td> </tr> <tr> <td>Moving Up</td> <td style="text-align: center;">3%</td> <td style="text-align: center;">1%</td> <td style="text-align: center;">3%</td> </tr> </tbody> </table>		<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	Catching Up	26%	27%	27%	Keeping Up	83%	83%	85%	Moving Up	8%	4%	6%		<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	Catching Up	3%	3%	3%	Keeping Up	53%	50%	61%	Moving Up	3%	1%	3%	
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	<p>Writing: 54th percentile in 09-10 improving from the 47th in 08-09 and 49th in 07-08.</p> <table border="1"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>09-10</u></th> </tr> </thead> <tbody> <tr> <td>Catching Up</td> <td>11%</td> <td>11%</td> <td>11%</td> </tr> <tr> <td>Keeping Up</td> <td>70%</td> <td>75%</td> <td>74%</td> </tr> <tr> <td>Moving Up</td> <td>4%</td> <td>6%</td> <td>5%</td> </tr> </tbody> </table>		<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	Catching Up	11%	11%	11%	Keeping Up	70%	75%	74%	Moving Up	4%	6%	5%	<p>For 09-10, the median growth percentile in writing was approaching at the 54th percentile. While growth has increased in writing, it still does not meet the state expectation.</p>	<p>Lack of consistent, frequent opportunities for common course teams to work together for planning and data analysis.</p> <p>Writing assessment opportunities are lacking for data collection within the building and district.</p> <p>Cross-curricular rubrics for writing are not being used by all staff members.</p> <p>Training for writing with Special Education and ELL students is lacking.</p>																
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<p>Academic Growth Gaps</p>	<p>ELL Reading: 61st percentile in 07-08, 53rd percentile in 08-09, 61st percentile in 09-10</p> <table border="1"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>09-10</u></th> </tr> </thead> <tbody> <tr> <td>ELLs Catching Up</td> <td>21%</td> <td>26%</td> <td>22%</td> </tr> <tr> <td>ELLs Keeping Up</td> <td>80%</td> <td>83%</td> <td>83%</td> </tr> <tr> <td>ELLs Moving Up</td> <td>5%</td> <td>2%</td> <td>2%</td> </tr> </tbody> </table> <p>IEP Reading: 39th percentile in 07-08, 34th percentile in 08-09, 53rd percentile in 09-10 (increasing trend)</p> <table border="1"> <thead> <tr> <th></th> <th><u>07-08</u></th> <th><u>08-09</u></th> <th><u>09-10</u></th> </tr> </thead> <tbody> <tr> <td>IEPs Catching Up</td> <td>2%</td> <td>6%</td> <td>10%</td> </tr> <tr> <td>IEPs Keeping Up</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>IEPs Moving Up</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> <p>ELL Math: 48th percentile in 07-08, 51st percentile in 08-09, 58th percentile in 09-10 (increasing trend)</p>		<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	ELLs Catching Up	21%	26%	22%	ELLs Keeping Up	80%	83%	83%	ELLs Moving Up	5%	2%	2%		<u>07-08</u>	<u>08-09</u>	<u>09-10</u>	IEPs Catching Up	2%	6%	10%	IEPs Keeping Up	N/A	N/A	N/A	IEPs Moving Up	N/A	N/A	N/A		
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ELLs Keeping Up	80%	83%	83%																																
ELLs Moving Up	5%	2%	2%																																
	<u>07-08</u>	<u>08-09</u>	<u>09-10</u>																																
IEPs Catching Up	2%	6%	10%																																
IEPs Keeping Up	N/A	N/A	N/A																																
IEPs Moving Up	N/A	N/A	N/A																																

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<p>Post Secondary Readiness</p>	<p><u>ACT:</u> Scores are below state average and are declining from 18.7 (07-08) to 18.2 (08-09) to 17.3 (09-10).</p> <p><u>Graduation Rate:</u> 07-08 79.1% 08-09 67.2% (rate changed due to new state calc) 09-10 67.3% 3 year avg 71.2% All rates are below the state expectation of 80%</p> <p><u>Dropout Rate:</u> 09-10 8.8% 3 year avg 7.5% All rates are above the state expectation of 5.09%</p>	<p>ACT Composite Scores do not meet the state expectation and are in decline.</p> <p>Graduation rates do not meet the state expectation.</p> <p>Dropout rate does not meet the state expectation.</p>	<p>Lack of ACT study skills and testing techniques incorporated in the curriculum.</p> <p>Lack of academic support for students failing courses.</p> <p>Lack of parental involvement through building- planned academic and school-specific events.</p> <p>Lack of communication and record keeping between interested parties.</p>
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Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*. Larchmont, NY: Eye on Education

Step 4: Create the Data Narrative

Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for School

Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?		Root Cause Analysis: Why do we think our school's performance is what it is?		Verification of Root Cause: What evidence do you have for your conclusions?
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Narrative:

Trend and Priority Needs:

With the assistance of district staff, we considered three years of data related to academic performance trends. This data included state CSAP results, ACT results, CELA test results, and common course assessments. Trends in achievement were consistent across these measures with few exceptions.

Missed targets:

CSAP: Although we met the state targets in reading and math, our CSAP writing scores (30.2% proficient and advanced- 3 yr avg) are below the state average and showing minimal increases per year. Cohort data showed no increase or decrease from 08-09 to 09-10 (29%).

	<u>2008</u>	<u>2009</u>	<u>2010</u>
Grade 9 Writing	24	29	30
Grade 10 Writing	34	29	29
3-year results for grades 9-10:	30.2		

Growth Summary:

Our students exceeded the median percentile in reading and math, but scored at the 54th percentile in writing. Only 11% of our students who scored Unsatisfactory or Partially Proficient have a chance to catch up. Of our disaggregated groups, only 7% of our ELL students and 2% of our IEP (SpecEd) students are catching up. 61% of our students who scored proficient or advanced on CSAP will keep up with their current proficiency level. 68% of ELLs will keep up. Only 5% of our students who scored proficient on CSAP will move to the advanced level. 8% of our ELLs will move to the advanced level by 10th grade. Statistics for SpecEd students in the keeping up or moving up categories are not available. Currently there are no SpecEd students scoring proficient or advanced.

School summary results from the 2009-2010 CELA tests indicate that only 24.6% of students tested increased their language proficiency level on the CELA test. 48.5% of the students maintained their level of proficiency while 18.1% decreased.

Median Growth Percentile				
		07-08	08-09	09-10
Reading	All Students	51	46	58
Math	All Students	47	49	56
Writing	All Students	49	47	54
	IEP/SpecEd	38	36	46
	ELL	55	55	59

Percent Catching Up				
		07-08	08-09	09-10
Reading	All Students	26	27	27
Math	All Students	3	3	3
Writing	All Students	11	11	11
	IEP/SpecEd	2	0	2
	ELL	4	10	7

Percent Keeping Up				
		07-08	08-09	09-10
Reading	All Students	83	83	85
Math	All Students	53	50	61
Writing	All Students	70	75	74
	IEP/SpecEd	N/A	N/A	N/A
	ELL	65	75	68

Percent Moving Up				
		07-08	08-09	09-10
Reading	All Students	8	4	6
Math	All Students	3	1	3
Writing	All Students	4	6	5
	IEP/SpecEd	N/A	N/A	N/A
	ELL	2	5	8

In addition we also analyzed CSAP Writing by standards. We found that in 5 out of 6 areas, our students ranked in the partially proficient category. 2.00-2.99= Partially Proficient

Writing CSAP Standard Break Down

CSAP Standard	
CSAP Index Score	2.78
Writing for a Variety of Purposes	2.81
Conventions	2.72
Paragraph Writing	2.83
Extended Writing	3.10
Grammar/Usage	2.74
Mechanics	2.69

Post Secondary Readiness data:

Our graduation rate is below the state average at 67.2% and our drop-out rate was above the state average at 8.8%. Our ACT scores are below the state average and declining each year:

- 2010: 17.3
- 2009: 17.7
- 2008: 18.7

Root Causes: Low and Decreasing Writing Scores on CSAP and CELA Tests

We considered additional data as we engaged in root-cause analysis. We spoke to the English department and ELL department regarding writing in the classroom on a daily basis. We asked about interventions used and additional supports in place to target partially proficient and unsatisfactory students. We realized that there was no plan in place to reduce the achievement gap.

Our analysis led us to identify the following root causes:

1. Lack of consistent, frequent opportunities for common course teams to work together for planning and data analysis.
2. Writing assessment opportunities are lacking for data collection within the building and district.
3. Cross-curricular rubrics for writing are not being used by all staff members.
4. Training for writing with Special Education and ELL students is lacking.
5. IEP and ELL students who have not shown adequate growth have not been identified for or received additional support and/or regular monitoring of the progress of their writing

Root Causes: Post Secondary Readiness:

1. Lack of ACT study skills and testing techniques incorporated in the curriculum.
2. Lack of academic support for students failing courses.
3. Lack of parental involvement through building-planned academic and school-specific events.
4. Lack of communication and record keeping between interested parties

Verification of Root Causes:

In regards to writing instruction across the curriculum, several data sources were used to verify our root causes. School and district administrators along with instructional leaders completed several days of walk-thrus during which writing practices were examined in all departments. Feedback shared between teachers during mid-year common course conversations surfaced an emphasis of reading instruction versus writing instruction. Departments reviewed and reported on their current writing practices. Instructional leaders worked with their departments to identify root causes. Results from the data sources verified the lack of writing instruction supporting the “approaching” status in writing.

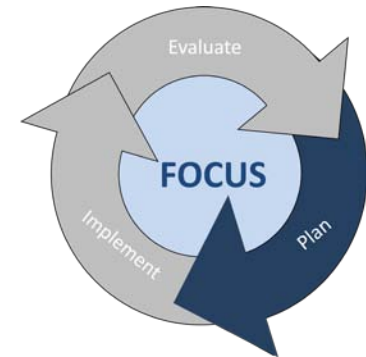
Supporting post-secondary readiness, stakeholders communicate constantly. The importance of ACT preparation is in constant dialogue between departments. It is obvious to all staff members that scores must improve because of their decrease. Our staff constantly collaborates concerning the best academic intervention for our students, yet our F rate remains high. Although venues for parental communication are open and possible, opportunities for parent involvement are limited. Current organizational systems may be flawed when collecting student exit data from our school. A tighter system of communication must exist between families, school, and the district in order to attain the proper documents.

Section IV: Action Plan(s)

This section focuses on the “plan” portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

School Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/danda/aypprof.asp. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.



Example of an Annual Target for a Title I Elementary School

Measures/ Metrics		2010-11 Target	2011-12 Target
AYP	R	94.23% of all students and of each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	94.23% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.

School Goals Worksheet (cont.)

Performance Indicators	Measures/Metrics	Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
		2010-11	2011-12		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	n/a	n/a	n/a
		M	n/a	n/a	n/a
		W	<p>By the end of the 2010-2011 school year, 35% of the students will score proficient or advanced overall on the writing CSAP.</p> <p>5% of 9th Grade SpecEd students will achieve proficient or advanced on CSAP.</p> <p>5% of 9th Grade ELL students will achieve proficient or advanced on CSAP.</p> <p>2% of 10th Grade SpecEd students will achieve proficient or advanced on CSAP.</p> <p>5% of 10th Grade ELL students will achieve proficient or advanced on CSAP.</p> <p>40% of students taking CELA will improve their level of proficiency from 09-10 to 10-11.</p>	<p>By the end of the 2011-2012 school year, 40% of the students will score proficient or advanced overall on the writing CSAP.</p> <p>7% of 9th Grade SpecEd students will achieve proficient or advanced on CSAP.</p> <p>7% of 9th Grade ELL students will achieve proficient or advanced on CSAP.</p> <p>4% of 10th Grade SpecEd students will achieve proficient or advanced on CSAP.</p> <p>7% of 10th Grade ELL students will achieve proficient or advanced on CSAP.</p> <p>50% of students taking CELA will improve their level of proficiency from 10-11 to 11-12.</p>	<p>Quarterly writing assessments (end of Q1, Q2, and Q3) will be administered with the goal of having 70% of students (regular ed, ELL, and SpecEd) demonstrating progress at each benchmark assessment.</p> <p>Research based progress monitoring for writing including writing fluency, content, and writing mechanics will take place every 3 weeks by SpecEd staff.</p> <p>The CELA test will be given in the fall followed by the CELA Pro in January. This test will be used to analyze student performance. Monthly writing assignments will be embedded in the ESL curriculum to support writing achievement.</p>

						Professional development will be administered with an emphasis on writing for ELL and SpecEd students.
		S	n/a	n/a	n/a	n/a
	AYP (Overall and for each disaggregated groups)	R	n/a	n/a	n/a	n/a
		M	n/a	n/a	n/a	n/a
Academic Growth	Median Student Growth Percentile	R	n/a	n/a	n/a	n/a
		M	n/a	n/a	n/a	n/a
		W	By the end of the 2010-2011 school year, the Median Student Growth Percentile in Writing will be 55.	By the end of the 2011-2012 school year, the Median Student Growth Percentile in Writing will be 58.	<p>Quarterly writing assessments (end of Q1, Q2, and Q3) will be administered with the goal of having 70% of students (regular ed, ELL, and SpecEd) demonstrating progress at each benchmark assessment.</p> <p>Research based progress monitoring for writing including writing fluency, content, and writing mechanics will take place every 3 weeks by SpecEd staff.</p>	Same as above.

Academic Growth Gaps	Median Student Growth Percentile	R	n/a	n/a	n/a	n/a
		M	n/a	n/a	n/a	n/a
		W	<p>By the end of the 2010-2011 school year, the Median Student Growth Percentile in Writing for ELLs will be 59.</p> <p>By the end of the 2010-2011 school year, the Median Student Growth Percentile in Writing for SPecEd students will be 50.</p>	<p>By the end of the 2011-2012 school year, the Median Student Growth Percentile in Writing for ELLs will be 60.</p> <p>By the end of the 2011-2012 school year, the Median Student Growth Percentile in Writing for SPecEd students will be 55.</p>	<p>Quarterly writing assessments (end of Q1, Q2, and Q3) will be administered with the goal of having 70% of students (regular ed, ELL, and SpecEd) demonstrating progress at each benchmark assessment.</p> <p>Research based progress monitoring for writing including writing fluency, content, and writing mechanics will take place every 3 weeks by SpecEd staff.</p>	<p>Professional development will be administered with an emphasis on writing for ELL and SpecEd students.</p> <p>Monthly writing assessments will be administered in ESL classes.</p> <p>Research based progress monitoring for improving writing will take place in SpecEd classes.</p> <p>Targeted tutoring for both ELL and SpecEd students showing the greatest learning gaps will be provided.</p>
Post Secondary & Workforce Readiness	Graduation Rate	The Graduation rate for the Class of 2011 will increase to 70%	The Graduation rate for the Class of 2012 will increase to 73%	Constant monitoring will take place of all students with one or more F's by teachers, counselors, and administrators. Student data and contact time will be kept in logs.	<p>Students lacking the appropriate credits to graduate will be provided with on-line Credit Recovery opportunities.</p> <p>Students with two or more F's following a grading period will</p>	

				<p>Counselors will meet with Juniors and Seniors quarterly to review credit deficiencies and monitor student performance.</p> <p>Parents and students will be notified of important school information through various meetings throughout the school year informing them of crucial information regarding academic, social, and graduation information.</p>	<p>receive extra support during an academic intervention period.</p> <p>Parent meetings will be held throughout various times of the year: Back-to-School Night, Parent/Teacher Conferences, Mandatory Freshman Parent Meetings, and Senior Class Parent Graduation Meetings.</p> <p>Student meetings will be held throughout various times of the year: Freshman Parent Meetings, Class Meetings, Senior Graduation Meetings, All-School Assemblies.</p>
	Dropout Rate	The Dropout Rate for the Class of 2011 will be 8.0%.	The Dropout Rate for the Class of 2012 will be 7.0%.	<p>Quarterly review of all students dropped from school in order to gather the information needed so students are not listed as "dropouts."</p> <p>Quarterly meetings held between Administration and school record keeper to review withdrawn and dropped students and the data needed to keep them from "dropout" status.</p>	<p>A specific administrator will be designated to monitor dropout prevention.</p> <p>Meetings will be scheduled quarterly to review all data.</p>

	Mean ACT	The Composite ACT Score for the Class of 2012 will be 18.0.	The Composite ACT Score for the Class of 2013 will be 18.5.	<p>A required ACT practice test will be administered In March to the entire Junior class.</p> <p>Quarterly lessons will be planned concentrating on ACT concepts in English, Math, and Science classes.</p>	<p>ACT preparation course will be administered during CSAP to interested juniors.</p> <p>English, Math, and Science, will administer ACT preparation lessons to practice question format.</p>
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Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) identify the root cause(s) that the action steps will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: An effective writing program will be implemented across the curriculum to improve writing achievement and growth.

Root Cause(s) Addressed:

- Writing assessment opportunities are lacking for data collection within the building and district.
- Cross-curricular rubrics for writing are not being used by all staff members.
- Training for writing with Special Education and ELL students is lacking.
- IEP and ELL students who have not shown adequate growth have not been identified for or received additional support and/or regular monitoring of the progress of their writing

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Time to develop and/or review quarterly writing prompts and rubrics.	August 2010	English Department	Release Time – before school begins.	Writing prompts and rubrics developed.
Staff development time to jigsaw rubric and sample writing templates to all staff members.	August 2010	All Staff	Staff Training Day	Meeting logs Agendas Presentation materials
Review of writing CSAP data to understand the deficiencies in writing standards.	August 2010	All Staff	Staff Training Day Infinite Campus used as resource.	Meeting logs Agendas Presentation materials

Students are divided into tutoring groups based on their weaknesses in standards.	August	Administrators, English Teachers, Classified Staff	Release Time	Spreadsheets of student groups.
Intentional Walkthroughs that monitor the progress of writing lessons supporting the deficient skills.	Ongoing	Administrators	Class time	Lesson Plans Walk Through Data
SpecEd Staff receives professional development in order to administer research based writing assessments.	August	SpecEd Staff	Release Time Training Days	Meeting logs Agendas
Research based progress monitoring for writing occurs in SpecEd classes.	Every 3 weeks	SpecEd Staff	Class Time	Lesson Plans Data Collected
Professional development will train teachers on writing techniques to use with ELL students.	Training throughout the year.	All Staff	Paid Time	Sign-In Sheets Walk Through Data District Review
ELL Teachers will implement the district curriculum.	Ongoing	ESL Teachers	Release Time for review of curriculum.	Evaluation Data Walk Through Data

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #2: The graduation rate will increase from 67.3% to 70% from 2010 to 2011 and the dropout rate will decrease from 8.8% to 8.0%.

Root Cause(s) Addressed:

- Lack of academic support for students failing courses.
- Lack of parental involvement through building-planned academic and school-specific events.
- Lack of communication and record keeping between interested parties concerning dropout rates.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability Title IA School Improvement/Corrective Action Plan Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Online credit recovery courses will be planned and implemented.	August 2010	Administration Counselor Teacher on record	Computer lab Licenses Teacher plan time	Class lists Credit recovery data
Academic Intervention classes will be implemented for students with 2 or more Fs.	August 2010	Administration Teachers	Time Infinite Campus	Attendance logs Grades Data on students entering/leaving AI
Improved frequent communication for parents and students concerning important academic, social, and graduation topics.	Ongoing	Administration Students Counselors Parents Teachers	Presentation materials Planning time Class time	Powerpoints Contracts Attendance
Review of students dropped from school.	Quarterly	Record keeper Designated administrator	Infinite campus Time	Communication log with other schools, etc.

Major Improvement Strategy #3: Performance of students on the statewide ACT will improve from 17.3 in 2010 to 18.0 in 2011.

Root Cause(s) Addressed:

- Lack of ACT study skills and testing techniques incorporated in the curriculum.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

- School Plan under State Accountability
 Title IA School Improvement/Corrective Action Plan
 Application for a Tiered Intervention Grant
 Title I schoolwide or targeted assistance plan requirements
 School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Data analysis of ACT test results	August 2010	All staff	Planning time Data from ACT	Data worksheets prepared by teachers
Mandatory ACT practice test will be taken by all juniors.	March 2011	Counselors Students Teachers	ACT Practice Test materials Teacher proctors	Final scores following practice test
ACT preparation course will take place during CSAP for interested juniors.	March 2011	Counselors Administration Teachers	ACT materials	Final scores following prep course
Specific ACT preparation lessons will be administered in English, Math, and Science classes.	Quarterly	Teachers	ACT materials	Classroom walk throughs Lesson plans