

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

Organization Code: **0880** District Name: **DENVER COUNTY 1** School Code: **0450** School Name: **ABRAHAM LINCOLN 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. 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		
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%	32.5%	31.4%	Does Not Meet	
		Math	33.5%	30.5%	9.9%	7.5%	Does Not Meet	
		Writing	50.0%	49.6%	14.3%	15.0%	Does Not Meet	
		Science	50.0%	50.0%	12.7%	11.3%	Does Not Meet	
	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: 25/27			% of targets met by School: 93%		Reading	Yes
						Math	No	
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	Median SGP	Median SGP: 55	Meets		
			80	45/55				
		Math	99	45/55	Median SGP: 49	Approaching		
		Writing	96	45/55	Median SGP: 55	Meets		

* To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/AYP/prof.asp#table

** To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), go to: www.schoolview.org/SchoolPerformance/index.asp

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		65.9%		Approaching
	<p>Dropout Rate Expectation: At or below State average</p>	1-year	3-years	1-year	3-years	Approaching
		5.09%	5.74%	5.2%	7.2%	
<p>Mean ACT Composite Score Expectation: At or above State average</p>	1-year	3-years	1-year	3-years	Does Not Meet	
		19	20	14.7	14.7	

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)	Not available until Nov 2010	Once the plan type for the school has been finalized, this report will be re-populated in November 2010. Specific directions will be included at that time. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	Not available until Nov 2010	Once the improvement status for the school has been finalized, this report will be re-populated in November. Specific directions will be included then. For required elements in the improvement plans, go to: www.schoolview.org/UnifiedImprovementPlanning.asp

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.	<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?	Yes. April 2006 (CDE Title I)
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	April 2006, CDE
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.	No

Improvement Plan Information

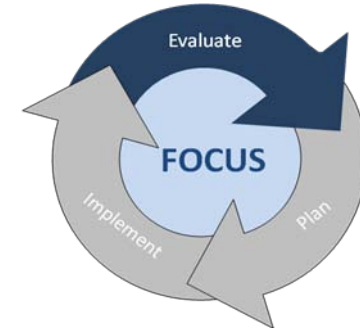
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

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	Antonio Esquibel, Principal
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	Phone	720-423-5000
	Mailing Address	2285 South Federal Boulevard, Denver CO 80219
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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 the key data sources posted on SchoolView (www.schoolview.org/SchoolPerformance/index.asp), 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), and (4) Post Secondary Readiness data.
- *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)	2008 Reading 31%, 2009 Reading 30%, 2010 Reading 31% 2008 Writing 14%, 2009 Writing 16%, 2010 Writing 14% 2008 Math 7%, 2009 Math 5%, 2010 Math 9% All exams are less than CO expectations	Consistent low proficiency levels on all CSAP exams in both grade levels. Proficiency must be the goal in all areas. A focus must be on ELL and SPED students. Reading comprehension, coupled with academic vocabulary is key. Writing endurance will be a focus for both grade levels, timed writing to build stamina. Math: algebraic and geometric functions. Targeted interventions to reduce the number of “F’s”. Tuesday Tutorial and Math Failure Interventions. 9 th and 10 th grade level Student Success Teams must be a vital support mechanism for students	Teachers have focused on growth and not proficiency in writing. 10 th grade reading strategies must be aligned in all classes and Accelerated Reader must be a priority in 10 th grade classes. Math: Identifying which skills students are low in (number sense, graphing, algebraic equations) and integrating skill focus alongside content using Accelerated Math as a supplemental component for all 9 th grade students and 10 th grade.

		who struggle in math, reading and math. In addition the implementation of our Student Success Center will be a key.	
	<p>10th grade Reading has declined from 34% in 2008 to 28% in 2010</p> <p>Writing scores have shown 0% growth from 2008-2010 in grades in 9 and 10</p>	<p>Differentiating reading strategies in all 10th grade Literacy classes. Reading comprehension tasks that require higher level thinking and activities (PISA Model).</p> <p>Timed writing prompts will be implemented every six weeks that is measured by the Abraham Lincoln Writing Rubric. All students will become proficient writers by the end of the school year.</p>	<p>Accelerated Reader program is not fully utilized in 10th grade Literacy classes on a consistent basis. In addition, we have not had a useful tool to progress monitor reading in the 10th grade. Acuity will make a difference.</p> <p>A focus on student growth within proficiency bands was the expectation, not proficiency. In addition, we did not focus on endurance and the high expectation of writing more.</p>
Academic Growth	<p>Median Percentile in Reading: 55% (Met)</p> <p>9th Grade Reading has seen 5 years of continued growth</p> <p>Median Percentile in Writing: 55% (Met)</p>	<p>Continue focus in both grades in Reading: Differentiating strategies/tasks and implementation of Accelerated Reader.</p> <p>Timed writing focus utilizing the Lincoln Writing Rubric to ensure proficiency. Timely progress monitoring.</p>	<p>The belief that students cannot do higher level tasks. We must expect all students to be able to accomplish PISA level tasks, levels 4-6 on a consistent basis.</p>
	<p>Median Percentile in Math: 49% (Approaching)</p>	<p>Focus on ELL and SPED students and working on number sense and patterns and functions of Algebra.</p>	<p>Differentiating instruction to ensure key skills are presented and to integrate interventions in a timely manner to ID skill sets that do not meet expectations.</p>
Academic Growth Gaps	<p>Persistent gaps in Reading, Math and Writing. Gaps remain within ELL, SPED, FRL and Hispanic students.</p>	<p>Continued trend in regards to ELL and SPED students: A heightened focus on SIOP strategies that make content more comprehensible for students. In addition,</p>	<p>Instructional focus on ELL strategies (SIOP) must be consistent in every classroom. The expectation that ELL's or SPED students cannot do</p>

		ramping up the level of student tasks that will math with the content and language objective.	high level tasks, must change. A focus on integrating SIOP with PISA Model will be done.
Post Secondary Readiness	ACT median score 14.7, does not meet state median score. Over the past 3 years, scores have flat lined.	Vertically aligned ACT skill integrated into English, Math and Science courses. ACT prep focus and implementation for cohort of students.	Inconsistency in implementing ACT vertically aligned skills; ACT prep not a priority. Junior level core classes not utilizing ACT like test questions or linking to student growth objectives on a consistent basis.
	Advanced Placement qualifying scores and concurrent enrollment passing rate are low: Only 20% of all AP students earned a qualifying score.	Specific tasks that will be aligned to College Board Standards integrated into all AP courses. Using AP tutorials during, after school and on Saturdays to ramp up the amount of time needed to learn content. Identify problem of practice and create a theory of action for all AP teachers; Utilize Instructional Rounds protocol as a key PD component.	Instructional Rounds will be a major strategy for all AP teachers focusing on the problem of practice and theory of action. Utilizing mandatory tutorials for all AP and Concurrent Enrolled students daily/twice per week.

 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 Analysis and Priority Needs

CSAP: We did not meet state expectations for proficiency levels. Over the past several years, our proficiency levels have improved, but yet still lag behind. The following will identify which performance indicators are trending negatively:

Year	9 th Reading	10 th Reading	9 th Writing	10 th Writing	9 th Math	10 th Math
2008	28%	32%	15%	10%	7%	4%
2009	30%	30%	16%	14%	7%	2%
2010	34%	28%	15%	11%	10%	7%

Based on our three year data trends, we have identified that our 10th graders each year have regressing data. Reading has decreased by 4%. In math, proficiency levels are very low, however gains were credited in grade 9 by 3% and grade 10 by 5%. Writing scores have also regressed in grades 9 (1%) and 10 (3%). Grade 9 reading has continued to show growth within this three year span (6%), but also has shown growth over 5 years (2006:19% vs 2010: 34%). Targeted interventions and strategies will be addressed in all grades, but specifically in our 10th grade. We believe we have seen growth in 9th grade, based on the work that our year long Freshmen Academy has done. Identified support systems have been in place for four years specific to the Freshmen Academy and now the same support and intervention must be available for the 10th grade.

Gaps trends continue to exist within all groups at Abraham Lincoln. With the high numbers of FRL, SPED, ELL and minority this becomes our challenge. This demographic constitutes 96% of our student body. As a result a major focus on 2nd language instructional strategies is expected to be fully integrated in all subjects and grade levels. We utilize Sheltered Instructional Observation Protocol (SIOP) as the main instructional tool/resource for all teachers. In addition, we are integrating college readiness skills into each core subject and elective areas. The goal is to produce college ready students, in particular for our English Language Learners.

Growth Summary: Over the past 3 years our median percentile growth has averaged 53% in all grade levels in reading, math and writing combined. There has been a decrease in the percentile growth of reading over the past 3 years. In 2008, Lincoln had a percentile of 64% and in 2010 it was 55. In math, the growth percentile has increased from 47% in 2008 to 52% in 2010. In writing the growth percentile has trended down in the past 3 years from 57% in 2008 to 51% in 2010. Reading has been our most consistent area with the highest rate growth rate over the past three years. Our AYP target groups in many cases have a higher growth rate than non AYP target groups. We believe this is based on a 2nd language instructional focus coupled with college readiness skills. Our expectation in 2011, is to average over 55% in all areas: Reading, Writing and Math.

Reading Median Growth Percentile

	2008	2009	2010
Total	64	47	55
Grade 9	62	50	57
Grade 10	65	43	52
Minority/Non	64/40	48/44	55/50
FRL/Non	65/55	49/36	55/53
IEP/Non	51/65	31/49	52/55
ELL/Non	66/58	49/42	55/52
Girls/Boys	65/62	51/43	57/52

Math Median Growth Percentile

	2008	2009	2010
Total	47	48	52
Grade 9	49	53	51
Grade 10	43	43	52
Minority/Non	46/59	48/49	52/44
FRL/Non	46/53	49/44	52/51
IEP/Non	46/48	38/49	37/53
ELL/Non	47/48	51/42	51/53
Girls/Boys	43/50	51/45	50/53

Writing Median Growth Percentile

	2008	2009	2010
Total	57	57	51

Grade 9	58	58	53
Grade 10	56	56	47
Minority/Non	57/66	58/36	51/43
FRL/Non	58/55	57/57	51/44
IEP/Non	49/59	38/59	44/51
ELL/Non	59/52	62/39	53/44
Girls/Boys	56/60	60/55	48/51

AYP: We met AYP in Reading and did not make AYP in Math during the 2009-10 school year. We have failed to make Math AYP targets in previous years based on the low achievement of minority, ELL, and IEP students. Our AYP data further confirm that we need to place greater emphasis on addressing the math needs of these disaggregated groups. We only missed two targets in Math, and we expect to meet AYP in Math in 2011. During the 2009-10 school year we made 25/27 AYP targets or 93%. Our expectation is to meet 100% during the 2010-11 school year.

AYP Trends

	07-08	08-09	09-10
Reading	No	No	Yes
Math	No	No	No

AYP Free/Reduced Lunch Trends

	07-08	08-09	09-10
Reading	Yes	Yes	Yes
Math	No	No	Yes

AYP IEP Trends

	07-08	08-09	09-10
Reading	No	No	Yes
Math	No	No	No

AYP ELL Trends

	07-08	08-09	09-10
Reading	Yes	No	Yes
Math	No	No	No

ACT: We did not meet the state expectation for ACT score. Over the past several years, we have been showing incremental growth at a very slow pace. The following illustrates our ACT scores for the past three years:

2008	2009	2010
14.3	14.5	14.7

By analyzing the ACT data, it is clear that our biggest challenge is English, which is a composite score of 12. With the high number of ELL's and SPED population, we must do a better job in ensuring all of our students will be college ready. The highest composite score over the past three years is math.

Component	2008	2009	2010
English	12.4	12.6	12.3
Reading	14.3	14.7	14.7
Science	15.8	15.7	15.5
Math	15.5	15.6	15.9

As a school with high numbers of ELL's, it is critical that we focus on academic vocabulary, word usage, mechanics and higher level tasks to tackle the issue with English and Reading. We will focus on ramping up the level of student tasks that occur on a daily basis in each classroom. We believe if students are expected to do higher level tasks, then students will be able to perform at a higher level: ACT. Increases in the type of ACT like questions and problems have not been implemented on a consistent basis. In addition, the lack of a viable ACT Prep program that can measure longitudinal progress as it pertains to ACT has been lacking.

Root Causes:

Data was collected and discussed during a CSC meeting in August 2010. The initial question was: Which School Improvement Goals did we meet and why? The next question was: Which School Improvement Goals did we not meet and why not? Goals that we met were regarding 9th grade reading, increase in the number of students enrolled in an AP courses and concurrent enrollment courses, and parental engagement. We have established the following positive root causes for these successes:

9th Grade Reading

- All 9th grade students are double blocked in literacy classes (90 minutes daily)
- All 9th grade students utilize Accelerated Reader as a supplemental program to engage students into more reading and comprehensive for 45 minutes daily
- Intentional use of reading strategies are shared and are consistent in all 9th grade literacy classes
- All 9th grade students are grouped into academic teams within the Freshmen Academy and thus specific interventions and support exist for all freshmen

Increased Enrollment in AP and College Courses

- Use of PSAT data to identify students who have potential to succeed in an AP course
- College going culture intentionally built, with help from College Board
- Specific partnerships with CCD, UCD, DU, CSU-Pueblo, Emily Griffith and others to give all students an opportunity to visit college campuses and to enroll in concurrent college courses during the four years of high school and the option to take part in a 5th concurrent opportunity.
- Vertical alignment work from 9th-12th grade core subject areas to ensure students will be ready and will succeed in AP courses

Parental Involvement

- Implemented various programs and activities for all parents to take advantage of
- Parent volunteer program, ESL classes, Computer classes, Social skill classes, social activities, back to school and parent-teacher conferences, college campus visits

In terms of what we are struggling with, the following have been identified: 10th grade academic performance, lack of proficient students, low ACT scores.

10th Grade Academic Performance

We have not implemented the type of targeted support/intervention for 10th grade students and our CSAP scores, specifically in reading and writing have declined. Math scores for 10th graders increased by 5% during the 2009-10 school year. We know this was attributed to two main areas: common formative/summative assessments and a course sequence realignment for Algebra and Geometry.

Tenth grade students are in literacy and math classes for 45 minutes each. We believe that the time on task is imperative in improving achievement levels. In comparison, our 9th grade students have an additional 225 minutes of instruction in literacy and math than do our 10th graders in those core subject areas. Literacy achievement levels have either leveled off or have decline over the past three years. In particular, reading scores have seen a 3 year decline. Writing scores have shown an increase, from 2007-2009, but a decline occurred in 2010. Inconsistency in identifying on how to measure if students were writing at proficient levels, was a major concern during the 2009-10 school year. All teachers in all subject areas were required to track content writing every three weeks. At the end of this 3 week cycle, teachers charted student writing data based on the Lincoln Writing Rubric. Teachers sent to the administrative team an electronic progress monitoring worksheet. The focus last school year was around growth and not achieving toward proficiency. Writing scores declined as a result of this in both grades 9 and 10. This school year, the focus is on supporting students and striving toward proficiency. Our goal is for 80% of our students in all grade levels be proficient in writing based on the Lincoln Writing Rubric. Each teacher will use a 30 minute timed writing activity every 6 weeks, with the goal for students to reach proficient writing levels.

Lack of reliable CSAP Predictor Data

We have not had an assessment tool that effectively gives us clear and timely data as to how well our students would do on CSAP. Since the 2006-07 school year we have adapted internal assessments to gauge progress. In addition, the district provided schools with a Benchmark and End of Course Assessment Program that did not measure CSAP benchmarks. In order for our school to fully know how well our students will do on the CSAP, a predictor type of assessment is needed. With the use of Acuity and supplementing with internal assessments we are confident that our scores will improve by at least 5%. We need to make sure through our PLC work, that we analyze the data and fully demonstrate instructional effectiveness based on the data.

ACT and AP Scores

ACT scores have shown incremental growth over the past 3 years (14.3 to 14.7). However, if our mission is to ensure all students will be college ready, a composite score of 20 must be the goal. Only 20% of all Advanced Placement students who took an AP exam passed with a qualifying score of a 3 or higher. In order for our school to move to the next level, we must do much better.

Over the past 5 years, we have not had a standardized strategy to effectively improve ACT scores. Most recently since the 2008-09 school year, we have begun to align ACT standards and skills into our core curriculum. We are working toward ensuring that we integrate certain skills that ACT requires for a score of 20 or higher beginning in the 9th grade. However, in order for scores to improve and for a true alignment to take place, this work must start at the elementary level. During the Spring 2010, Lincoln HS along with Kepner MS, CMS Community School and Godsman Elementary were awarded a School Innovation Grant (SIG). This grant will provide support and resources to build a true vertically aligned system from ECE through 12th grade, with college readiness as the goal. In addition to integrating vertically aligned skills and standards, an ACT Prep program will be instituted as in intervention for students that have the ability to score 20 or higher.

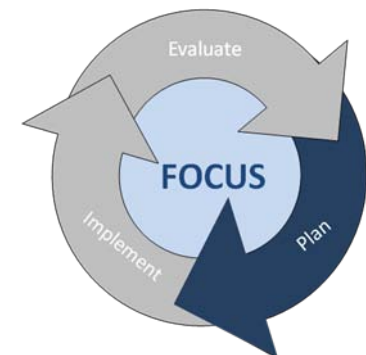
Advanced Placement has seen a minimal increase over the past 5 years. Our AP student enrollment has seen a dramatic increase in the past 5 years (tripled). We have also increased the number of AP course offerings from 6 to 14 during the same period. This has posed a challenge in making sure our qualifying scores also increase. Identifying a problem of practice and a theory of action for our AP program has been nonexistent. In order for our teachers and students to truly understand what it takes to increase the number of qualifying scores on the AP exam, we must determine what the number one factor in low scores is. At this point we are in the process of identifying the problem of practice and theory of action. In November 2010, we will determine both and will conduct instructional rounds for all 14 AP teachers.

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/AYP/prof.asp#table. 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	88.46% 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	Increase proficiency levels and above by +5% to 39% in grade 9 and +5% to 33% in grade 10 ELL and SPED students will be a priority.	Increase proficiency levels and above by +5% to 44% in grade 9 and +5% to 38% in grade 10	Weekly Accelerated Reader Assessment will be measured. Six week overall data will be disaggregated in grades in 9 and 10. Acuity reading data will be analyzed 3 times prior to CSAP. Language! assessments will be monitored every 3 weeks.	Consistent use and implementation of Accelerated Reader in all 9 th and 10 th grade Literacy classes. Use of Language! as intervention targeting low cusp students. Differentiated reading strategies in Literacy classes. Academic and Literary terms integrated into daily lessons. Focus on level of student tasks (PISA).
		M	Increase proficiency levels and above by +5% to 15% in grade 9 and +5% to 12% in grade 10	Increase proficiency levels and above by +5% to 20% in grade 9 and +5% to 17% in grade 10	Common Assessments will be given at the end of each unit to measure mastery. Acuity Predictor will be given 3 times prior to CSAP.	Use of Accelerated Math in all math classes, in particular in 9 th and 10 th grade classes will be key. Accelerated Math use in math intervention classes. Math Failure Intervention for grade 9 during lunch hour, focusing on students with 50-59% grade. Aligning skills and standards within Algebra and Geometry

					curriculum will continue to be a focus during PLC time.	
		W	Increase proficiency levels and above by +5% to 20% in grade 9 and +5% to 16% in grade 10	Increase proficiency levels and above by +5% to 25% in grade 9 and +5% to 21% in grade 10	Timed writing assessment will be utilized every 6 weeks for all students with the goal of proficiency for 80% of students. Acuity and Interim Writing assessments will also be given 3 times per year and twice per year.	Thirty minute timed writing assignment in all subject areas utilizing Lincoln Writing Rubric, The focus will be on proficiency and not growth. PLC work to identify students who are struggling in writing and assigning appropriate writing tutorial during Tuesday Tutorial. Identifying skills using Acuity and CSAP data to target and to address during lessons and units in Literacy classes.
		S	Increase proficiency levels and above by 5% to 16% in grade 10	Increase proficiency levels and above by 5% to 21% in grade 10	End of unit and common formative assessments given in Biology classes. Every 3 weeks data will be analyzed to determine next steps.	PLC conversations and work around using common formative assessments that address key CSAP benchmarks. Utilization of Tuesday Tutorial support for students struggling in Biology classes.
	AYP (Overall and for each disaggregated)	R	School: Yes Hispanic: Yes White: Yes	Continue to meet all AYP targets as a school and for all subgroups.	Utilize Accelerated Reader data every 3 weeks in grades 9 and	All 9 th grade Language Arts classes are blocked daily for 90

	groups)		LEP: Yes FRL: Yes Disab: Yes Overall: Met AYP		10 to gauge reading comprehension with focus on key vocabulary. Acuity Data will be analyzed 3x prior to CSAP and data mining for subgroups will be done.	minutes. The 2 nd half of the block, Accelerated Reader is practiced and quizzed by all students. Teachers will set goals of 90% based on reading and comprehension. In addition, each Language Arts teacher in grades 9 and 10 will differentiate reading tasks to ensure comprehension and engagement.
		M	School: Y Hispanic: Y White: Y LEP: N FRL: Y Disab: N Overall: Did not make AYP	Meet AYP for school and for all subgroups. Concentrated focus on LEP and Disab students.	Accelerated Math data will be utilized weekly to gauge mastery on certain objectives/skills focused on Algebra and Geometry. Acuity Data will be used 3x prior to CSAP and data will be mined for subgroups.	All 9 th grade math classes are blocked for 90 minutes daily. The 2 nd half of the block, all students utilizes the Accelerated Math program. Teachers will monitor mastery based on content objectives. Accelerated Math is utilized in 10 th grade classes as a supplement and math teachers will be utilizing higher level of tasks to perform.
Academic	Median Student	R	60% growth percentile	65% growth percentile	Acuity data from predictor assessment	Teachers will work within PLC's to

Growth	Growth Percentile				given 3 times per year	collaborate on SMART Goals; determine level of student tasks; Identify common assessments and discuss data points; share student work; Identify students in most need and align targeted interventions during Tuesday Tutorials.
		M	55% growth percentile	60% growth percentile	Acuity data from predictor assessment given 3 times per year	Teachers will work within PLC's to collaborate on SMART Goals; determine level of student tasks; Identify common assessments and discuss data points; share student work; Identify students in most need and align targeted interventions during Tuesday Tutorials.
		W	60% growth percentile	65% growth percentile	Acuity data from predictor assessment given 3 times per year	Teachers will work within PLC's to collaborate on SMART Goals; determine level of student tasks; Identify common assessments and discuss data points; share student work;

						Identify students in most need and align targeted interventions during Tuesday Tutorials. In addition, all teachers will give a 30 minute timed writing assessment to ensure 80% of all students will become proficient writers by May 2011. This timed writing occurs every six weeks.
Academic Growth Gaps	Median Student Growth Percentile	R	55% growth percentile	60% growth percentile	Acuity data from predictor assessment given 3 times per year. Common formative assessments aligned to CSAP skills/standards given every 3 weeks.	Goals; determine level of student tasks; Identify common assessments and discuss data points; share student work; Identify students in most need and align targeted interventions during Tuesday Tutorials. In addition, all teachers will give a 30 minute timed writing assessment to ensure 80% of all students will become proficient writers by May 2011. This timed writing occurs every six weeks.
		M	55% growth percentile	60% growth percentile	Acuity data from	Goals; determine level

					<p>predictor assessment given 3 times per year. Common formative assessments aligned to CSAP skills/standards given every 3 weeks.</p>	<p>of student tasks; Identify common assessments and discuss data points; share student work; Identify students in most need and align targeted interventions during Tuesday Tutorials. In addition, all teachers will give a 30 minute timed writing assessment to ensure 80% of all students will become proficient writers by May 2011. This timed writing occurs every six weeks.</p>
		W	55% growth percentile	60% growth percentile	<p>Acuity data from predictor assessment given 3 times per year. Common formative assessments aligned to CSAP skills/standards given every 3 weeks.</p>	<p>Teachers will work within PLC's to collaborate on SMART Goals; determine level of student tasks; Identify common assessments and discuss data points; share student work; Identify students in most need and align targeted interventions during Tuesday Tutorials. In addition, all teachers will give a 30 minute timed writing assessment to</p>

					ensure 80% of all students will become proficient writers by May 2011. This timed writing occurs every six weeks.
Post Secondary & Workforce Readiness	Graduation Rate	10% increase to 75.9%	10% increase to 85.9%	ABC stoplight tracker for 12 th grade students. Tracked weekly.	12 th grade Student Support Team: Assistant Principal, Senior Counselor, Night School Administrator, Senior Counselor Para will gather credit acquisition data to monitor the number of students on track to graduate.
	Dropout Rate	1% decrease to 4.2%	1% decrease to 3.2%	ABC stoplight tracker in grades 9-12 will be analyzed weekly and also an F report will be identified. Attendance tracking for those students who dip below 85% will be placed on an attendance contract.	Attendance tracking for those students who dip below 85% will be placed on an attendance contract. F reports will be generated on a weekly basis and targeted interventions that may include: Tuesday Tutorial, Math Lunch Intervention and or Saturday School. Last intervention program will be credit/unit recovery and or Saturday School.

	Mean ACT	1.3 composite score increase to 16	1.5 composite score increase to 17.5	<p>ACT Prep sessions will be given on a daily basis and during Saturday School. Eighty students will be identified to ensure these students will receive a score of 20 or more. In addition all Juniors will take a practice ACT and ACT skills will be aligned vertically in each core subject with a focus on English component of ACT.</p>	<p>College Readiness Coordinator will identify an ACT Prep program to allow students to take part in programming. Practice ACT data will be analyzed with junior level core subject teachers and a comparison will be balanced with ACT alignment of skills.</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: Improve writing proficient levels or above in 9th and 10th grade CSAP. Consistent implementation of timed writing across all subject areas utilizing the Lincoln Writing Rubric with the focus on 80% of all students becoming proficient by May 2011. **Root Cause(s) Addressed:** Inconsistent use of Lincoln Writing Rubric in all subject areas. A move from a focus on student growth to an increase in the number of proficient writers.

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
Thirty minute timed writing focused on proficient writing in all subject areas: Focused on 9 th and 10 th grade students	2010-2011 school year; 6 week measurement intervals	All teachers. Instructional coaches and school administrative team supporting process	General Budget	Every 6 week grading period data will be entered into writing progress monitoring tool, measuring proficiency.
Implementation of Writing Progress Monitoring Tool to measure the proficiency rates of all students	2010-2011 school year; 6 week measurement intervals	All teachers will chart data from timed writing	General Budget	6 week intervals; measure growth toward proficient levels based on a 20 point rubric
Support from instructional coaches, Teacher Effectiveness Coach, College Readiness Coordinator	2010-2011; coaches will meet daily, weekly with identified teachers	Instructional coaches: Vickie Salazar, Don Trickel, Amy Thomson, Jennifer Woolf and	Mill Levy, Title II, College Readiness Funds	Weekly updates with school administrators as to strengths and challenges

	by department	Paula Gallegos		
Professional Learning Communities (PLC's) that will focus on student learning; PLC template will guide discussion and work	2010-2011; PLC's meet daily for 45 minutes	All teachers by subject area	General Budget	Daily PLC meetings; weekly PLC template is turned into the administrative team and reviewed for consistency and level of discussion
Tuesday Tutorials: Reduce the number of failures and to give students needed academic skill support in any subject area.	2010-2011; Every Tuesday for 39 minutes (during the school day)	All faculty and all students	General Budget	Each Friday, PLC's refer students who are struggling in subject areas. A focus on writing is key. Students are either mandated a tutorial session or they can choose to attend a tutorial session based on referrals.
Student Success Center: A support system to reduce the number of failures and to also give specific and targeted skill support in math and literacy.	2010-2011; Daily open from 9am-5pm (Math focus periods 4 and 6)	Student Success Coordinator-Salome Martinez; Intervention teachers-Jeff Murray, Mayra Saucedo; grade level SST paras	Title I (and Stimulus); General Budget	Every Friday the Student Success Center gathers data from PLC's to refer students to appropriate Tuesday Tutorial session. Data is pulled by identifying F's for 9 th and 12 th grade students each Friday. Students then are sent to SSC during period 4 and 6 to help raise grades.
Language! Intervention Classes	2010-2011; Eleven sections that meet daily for 45 minutes	Language! Intervention Teachers: Greg Gallegos, Shanna Mowen; Sasha San Andreas, Marcelle Irvine, Mayra Saucedo	Title I; General Budget	Data is gathered every 3 weeks from curricular assessment: Basic Literacy Skills
SIOP Implementation (PCK): Use of SIOP lesson plan template, Monthly SIOP professional development; daily classroom observations	2010-2011; Daily implementation	All subject area teachers; Instructional Coaches, Administrators	General Budget; Title I	Daily observations by administrators and coaches to provide specific feedback based on SIOP implementation from professional development

Student Task Level-PISA Model (PCK):	2010-2011	All subject area teachers; Instructional Coaches, Administrators	General Budget; College Readiness Funds; PCK funds	Consistent use PISA model by increasing the number of higher level student tasks to predict higher performance on standardized exams: CSAP, Acuity

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

Major Improvement Strategy #2: Increase the number of students who are proficient in reading, writing, math and science. In particular focus on ELL's and SPED students. The goal is to reach a 5% proficiency increase on the 2011 CSAP exam. **Root Cause(s) Addressed:** Academic expectation levels must be to meet mastery or proficiency. Identifying key skills and or benchmarks and addressing them through the use of Acuity to inform instruction.

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
Acuity Predictor Test: Identify data to inform instruction and to address power standards or benchmarks that will yield high results.	2010-2011	All 9 th and 10 th grade Literacy and Math teachers; Administrators; Assessment Paras	District funded; Title I	3 times per year; CSAP Predictor focused on Math and Reading.
Math Formative and Summative Assessments in Algebra and Geometry aligned to curriculum/standards	2010-2011	Algebra and Math teachers; Assistant Principal; Instructional Coaches	General Budget; Title I	3 times per semester to gauge mastery against high priority math standards
Professional Learning Communities: Each subject area teacher meets daily to discuss and share: SMART Goals, Student Tasks, Reflection on Tuesday Tutorial Referrals, Analyze Student Work, Refer Students for mandated Tuesday Tutorials	2010-2011; Everyday for 45 minutes	All teachers; Instructional Coaches; Administration	General Budget;	Weekly PLC template with specific targets and reflections turned into administrative team
Math and Literacy Intervention Classes: Accelerated Math and Language! Cusp students in 9 th and 10 th grade. Total of 180 students enrolled	2010-2011	Intervention teachers	Title I and ARRA; General Budget	Weekly data is collected to identify gaps in skills. Skill/objectives are then targeted for students
Blocked 9 th grade math and literacy classes: Skill portion of block-Accelerated Reader and Math	2010-2011	All 9 th grade math and literacy teachers	General Budget; Title I	Weekly data is collected to identify gaps in math and reading skills.

				Skill/objectives are then targeted for students. Student strive to reach goals on a weekly basis
SIOPI instructional focus required in all classes. A focus on 9 th and 10 th grade literacy and math and 10 th grade science. Integration of sheltered instruction to ensure content is more comprehensible for students, in particular for ELL's.	2010-2011	All teachers: 9 th and 10 th grade literacy and math; 10 th grade science; SIOPI Instructional Coach; Instructional Coaches	Mill Levy; General Budget; Title I	Weekly observations are done by each school administrator to ensure SIOPI lessons are consistent and accurate. A total of 35-50 informal observations are done weekly. Feedback is given within 24 hours to teachers.
Professional Development: Focus on SIOPI, Higher Level Student Tasks. Sheltering instruction with a focus on content and language with the integration of higher level student tasks (PISA) will result in higher academic achievement	2010-2011	Instructional Leadership Teams: SIOPI, PLC, AVID, College Readiness	General Budget	Weekly PD sessions every Thursday during early dismissal. Weekly observations are done to monitor effectiveness of PD implementation.
SIOPI Learning Labs: All ELA E (Level 1, 2, 3) and ELA S teachers will participate to focus on increasing the achievement levels of students in core subject areas: Interaction, Strategies (higher level tasks) and Building Background Knowledge	2010-2011	ELA E Level 1-3 teachers, ELA S teachers; SIOPI Instructional Coach	General Budget; Title I	Every other month Learning Labs will be practiced and followed up by immediate feedback from peers and informal observations from administration.

Major Improvement Strategy #3: College Readiness: Implementation of ACT, AP and Concurrent Enrollment vertical alignment, course integration and professional development to ensure higher test scores and pass rates. **Root Cause(s) Addressed:** A lack of a specific strategy to address the need to improve key assessment results. Lack of consistency of instructional practice and systematic approach to integrating an ACT prep program. Identifying a problem of practice and identifying a theory of action for AP teachers.

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,	Implementation Benchmarks
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			state, and/or local)	
ACT vertical alignment: Backward mapping an ACT score of a 20 and the standards and skill associated with that score in reading, English, math and science. Integration of skills in grades 9-12 (Periodic alignment with feeder elementary and middle schools-Lincoln Collaborative) in the four cores.	2010-2011	College Readiness Coordinator; Instructional Coaches; Core teachers	General Budget; Mill Levy; College Readiness Funds	ACT like mini assessments that is given in all 11 th grade English classes that is linked to SGO's. Three times per grading period, data will be mined to identify gaps in ACT skills.
ACT Prep Programming that will ensure that 80 Juniors will score a 20 or higher on the April ACT test-ACT Bootcamp.	2010-2011	College Readiness Coordinator; ACT Prep Instructors/Technology; Guidance Counselors	College Readiness Funds	Beginning in January 2011, identified students will be placed in ACT Prep classes/computer labs after school and or Saturday School.
Advanced Placement focus on Instructional Rounds and NMSI support. Mandatory AP student tutorial sessions.	2010-2011	AP Teachers; College Readiness Coordinator	College Readiness Funds	Monthly PD sessions that focus on Instructional Rounds-IR will be implemented during Spring 2011 and periodic Saturday sessions for students and teachers to focus on qualifying scores. Teachers will give mock AP mini tests to gauge progress of students. Daily tutoring sessions for all AP students.
Concurrent Enrollment Tutorial sessions and post secondary counselor support. College tutors give support to students to ensure academic success in each college course.	2010-2011	College Tutors, College Readiness Coordinator, Post Secondary Counselor	College Readiness Funds	Mandatory tutoring sessions for all concurrent enrollment students. Every Tuesday and Thursday.

Title I Accountability Provision #1: **Parent Involvement/Communication**

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.

Amendments to a Title I schoolwide or targeted assistance plan. School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
Parent Classes: <ol style="list-style-type: none"> 1. Development Class (Technology, ESL, Social Component) 2. Spanish 3. Parent Portal 4. Leadership Parents Institute 	2010-11 school year; monthly and weekly	Parent Coordinator and Parent Engagement Para	Title I: \$5,000 to teachers	Monthly count of participation in classes and Leadership Parent Institute
Volunteer Program <ol style="list-style-type: none"> 1. Parent Office 2. Parent Mobil Station Positive Motivational Engagement 	2010-11 school year; daily and weekly	Parent Coordinator and Parent Engagement Para	NA	Monthly count of volunteers
Social Integrating Activities: <ol style="list-style-type: none"> 1. Lancer's Bowling Day 2. Lancer's Pool Day 3. Cherry Creek Field Trip 4. Rocky Mountain Field Trip 5. College and University Campus Visits 6. Trick or Treat Street: Feeder elementary school students and families participate 7. Lancer's Sport Day (Soccer, Volleyball) 8. Lancer's Art & Crafts Day 9. Museum Field Trip 	2010-11 school year; Once per semester	Parent Coordinator and Parent Engagement Para; Principal, Assistant Principal; Student Activities Director; Athletic Director	Title I and School Innovation Grant (Mill Levy): \$2,500	Monthly designation of activities; participation numbers
Common Agenda <ol style="list-style-type: none"> 1. Back to School Breakfast (By Level Grade) 2. Parent Teacher Conferences 3. Freshman Parent Academy 4. 5 de Mayo Celebration 	2010-11 school year; throughout year	Parent Coordinator and Parent Engagement Para; Principal and Assistant Principal;	Title I and College Readiness Funds: \$1,000	Monthly and semester count of designated activities

<ol style="list-style-type: none"> 5. 50th Lincoln Anniversary 6. Sophomore, Junior and Senior Parent Nights 7. AP Family Night 8. Special event to get more families to complete School Survey. 		College Readiness Coordinator; Counselors		
Parent Newsletter <ol style="list-style-type: none"> 1. Quarterly newsletter sent to all parents regarding school information 	2010-11 school year; quarterly	Parent Coordinator, Ritchie Fellow	Title I: \$1,000	Quarterly mailing
Parental Advisory Council Presentations <ol style="list-style-type: none"> 1. Differentiated presentations regarding college readiness and parental engagement 	2010-11 school year; monthly	Parent Coordinator and Assistant Principal	NA	Monthly presentations

Title I Accountability Provision #2: Teacher/Paraprofessional Qualifications

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.
 Amendments to a Title I schoolwide or targeted assistance plan.
 School Improvement Grant.

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel (optional)	Resources (federal, state, and/or local)	Implementation Benchmarks
We will monitor the certification of all teachers to ensure that they all are highly qualified.	Summer 2010; ongoing as necessary	Principal and AP's	local	Core subjects; Title I and Special Education; ELA
The principal will work with the Human Resources Department to attract and maintain high-quality highly qualified teachers. <ol style="list-style-type: none"> 1. Attend job fairs 2. Create new teacher mentoring program in school with specific professional 	2010-11 school year	Principal; Assistant Principal; Instructional Coach	Local: stipend paid out to each mentor	We will retain 95% of all teachers that are highly qualified

development				