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

Organization Code: 0880   **District Name:** DENVER COUNTY 1   **School Code:** 0423   **School Name:** BRUCE RANDOLPH MIDDLE 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?	
Academic Achievement (Status)	**CSAP, CSAPA, Lectura, Escritura** Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data		1-year	3-years	1-year	3-years		
		Reading	71.4%	71.4%	28.2%	24.8%	Does Not Meet	
		Math	52.5%	51.6%	20.7%	21.3%	Does Not Meet	
		Writing	57.8%	58.3%	15.1%	15.6%	Does Not Meet	
		Science	48.0%	48.7%	9.6%	10.5%	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: Available in final report in November			% of targets met by School: Available in Nov**		Reading	Not ava
							Math	Not ava
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		Median Adequate SGP	Median SGP				
		Reading	66	45/55	Median SGP: 55		Meets	
		Math	94	45/55	Median SGP: 52		Approaching	
		Writing	88	45/55	Median SGP: 47		Approaching	

　* 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

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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	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.	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: Approaching (MS) Meets (HS)
Post Secondary Readiness	Graduation Rate Expectation: 80% or above	80% or above		N/A		N/A
	Dropout Rate Expectation: At or below State average	1-year	3-years	1-year	3-years	Meets
		5.09%	5.74%	1.2%	1.5%	
	Mean ACT Composite Score Expectation: At or above State average	1-year	3-years	1-year	3-years	Does Not Meet
		19	20	14.4	14.4	

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

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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.	☐ Turnaround ☐ Restart ☐ Transformation ☐ 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.	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	Cesar Cedillo, Principal
	Email	Cesar_cedillo@dpsk12.org
	Phone	720-424-1080
	Mailing Address	3955 Steele St. Denver, CO 80205
2	Name and Title	
	Email	
	Phone	
	Mailing Address	

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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.
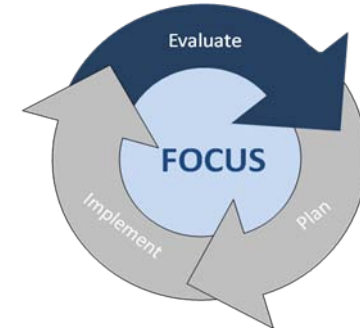
Step One: Gather and Organize Relevant Data
The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance 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
- Local outcome and interim assessments - Student work samples - Classroom assessments (type and frequency)	- 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	- 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	- 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)	Writing- 2008- 13%; 2009- 16%; 2010-14% Reading- 2008 -25%; 2009-20%; 2010-26%	None	None
	CSAP writing scores have remained flat from 13% in 2007-2008 to 14% in 2009-2010 (grades 6th, 7th, and 8th) 22% of 7th graders in 08-09 and 11% of 8th graders in 09-10 were proficient in reading.	Consistent low performance in all middle school grades 6-8 across all disaggregated groups.	Our writing program has not been articulated 6-12 with specific targets at each grade level. The measures used have been short constructed response and extended constructed response and have not been supplemented by skills based writing strategies.
Academic Growth	High School Reading, Writing and Math all above the 63rd Percentile Middle School Reading and Math above the 52nd Percentile		Students 6-12 were exposed to a leveled taxonomy of questions that would transfer to higher level thinking thus resulting in reading improvement; students were not explicitly taught reading strategies and skills such

			as inference, prediction, expression, accuracy and fluency.
	Writing: Median Growth Percentile : 47th Percentile in 2009-2010	0% of unsatisfactory and partially proficient students are making enough growth to catch-up to proficient.	
Academic Growth Gaps	n/a		
	n/a		
Post Secondary Readiness	ACT scores are below District and state averages and remain flat: 2009- 14 composite, 2010 14.4 composite	Consistent low performance in grades 9 & 10 on multiple representations of functions across all disaggregated groups.	The school did not implement an articulated curriculum designed with the ACT as an end goal. The school was opened as a middle school only. The re-design was focused on 100% graduation rate not on post-secondary readiness.

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?

Narrative:

Trends and Priority Needs

As a staff, instructional team and collaborative team committee, we considered three years of data related to academic performance trends in writing, reading and ACT scores. The data included state CSAP scores, school made assessments and ACT scores. The trends in achievement were consistent across all measures.

Missed Targets:

CSAP: We have remained low in proficiency levels and flat in our writing scores: 13% at or above proficiency in 2008 to 14% at or above proficiency in 2010 (grades 6th, 7th, and 8th). We continue to have difficulty moving students from partially proficient to proficient as we have an average of 70% of students in 6-8 grades in the

partially proficient category in 2010:

	2008	2009	2010
Grade 6	66%	61%	66%
Grade 7	68%	67%	66%
Grade 8	75%	84%	75%

3 year results for grades 6-8: flat

Our current practices have been successful in moving students out of the unsatisfactory range into the partially proficient range. This data indicates to that there is a huge number of students with the potential to move into the proficient category.

Missed Targets

CSAP: We have remained flat in reading proficiency levels: 25% at or above in 2008, 20% at or above in 2009 and 26% at or above in 2010 (grades 6th, 7th, and 8th). In 2009-2010, financial resources were put in to practice to fund two full-time reading intervention teachers for all 6th graders. This resulted in having an 11% increase in 6th grade students achieving at or above proficiency:

	2009 At or Above Proficient	2010 At or Above Proficient	09 to 10 Change At or Above Proficient
Grade 6	21%	32%	+11
Grade 7	22%	27%	+5

Grade8	18%	22%	+4

Growth Summary:

Our students have exceeded the state averages in writing growth in 2009 - 56% and dipped just below the state average in 2010- 49%. This data indicates our school is not gaining enough on the state to sufficiently close the gaps- this includes all. This data is accurate among performance in all middle school grades 6-8 across all disaggregated groups: free and reduced lunch, minority, IEP and ELL's. Our school is 97.4 FRL, 97% minority and 34% ELL. However, the efforts in reading interventions for students double the growth of the other grade levels where students did not receive additional reading interventions. The median growth scores for our 6-8 students in reading :

	2009	2010
Grade 6	32	61
Grade 7	52	48
Grade 8	40	51

Specifically, the 8th grade as a cohort has not responded to instruction. Growth Percentile of this cohort:

	2009	2010
Reading	32	48
Math	44	48
Writing	37.5	36

Post Secondary Readiness Data: Our graduation rate exceeds both the district and state averages and our dropout rate is below the state average. However our ACT scores are below the district and state average and remain flat:

	2009 Composite	2010 Composite
School	14	14.5
District	18	18
State	19	19

This is a tremendously disappointing trend since our teachers, students, and community appear to value the ACT and place importance on the results. The data represents consistent low performance in ACT on multiple representations of functions across all disaggregated groups. While the ACT does not require students to write how they obtained their answers, it does require students to demonstrate proficiency in usage and mechanics.

Root Cause: Low and Flat ACT Scores

Our school considered several factors and data as we engage in root cause analysis. Our lowest area was the English portion of the ACT. In particular, the areas of usage/mechanics and rhetorical skills were the lowest among all other sub-content areas. Our analysis lead us to identify the following root causes:

Our 6th, 7th, 8th, 9th, 10th grade CSAP scores demonstrated proficiency levels below district and state averages in reading, writing, math and science:

|	2010 MS At or Above Proficiency	2010 HS At or Above Proficiency	2010 6-10 At or Above Proficiency- Total School
Reading	26%	43%	36%
Writing	14%	16%	15%
Math	19%	13%	16%

Science	8%	13%	11%

This data demonstrates that the vast majority of our students are not at or above grade level by the time they enter their junior year. Thus, the ACT scores mirror our poor proficiency levels. Of special note:

1. Our school never implemented a curriculum that articulated with the ACT as the end goal.
2. Our Challenge 2010 Plan which details the school mission, focuses our end goal to graduate 100% of our students.
3. Our philosophy had been centered on the incredibly low dropout rate in our neighborhood and thus the intentional focus on making sure all of our students graduated.
4. Our students had been feeding into a high school where the graduation rates were unacceptable; a turn-around strategy was instituted in 2005-2006 where the grade level configurations were changed to not only remain a middle school, but to expand into a high school.

<u>Verification of Root Cause:</u>

The school did not implement an articulated curriculum designed with the ACT as an end goal. The school was opened as a middle school only. The 2005-2006 re-design was focused on 100% graduation rate not on post-secondary readiness. Our high school is fairly new as we graduated our first class in May of 2010.

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.
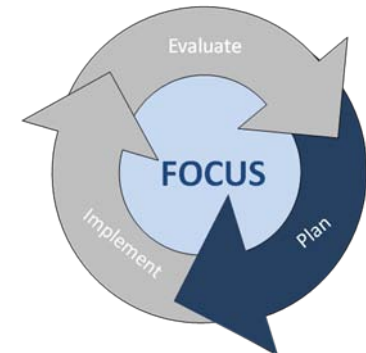
Example of an Annual Target for a Title I Elementary School

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.

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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	By the end of the 2010-2011 school year, 31% of the middle school students will score proficient or advanced overall on the reading CSAP.	By the end of the 2011-2012 school year, 36% of the middle school students will score proficient or advanced overall on the reading CSAP.	Quarterly assessments (5 times a year), Acuity Assessment (3 times a year). Reading fluency assessments (every three weeks)	-Schedule all middle school students in a homogenously grouped 45 minute reading intervention class -Align sequence of reading curriculum 6th - 12th grade using the Springboard curriculum -Setup tutoring program every Monday, Wednesday and Saturday from August 2010 to may 2011.
		M	n/a			
		W	By the end of the 2010-2011 school year, 19% of the middle school students will score proficient or advanced overall on the writing CSAP.	By the end of the 2011-2012 school year, 24% of the middle school students will score proficient or advanced overall on the writing CSAP.	Quarterly assessments (5 times a year), Acuity Assessment (3 times a year).	-Align sequence of writing curriculum 6th - 12th using the Springboard curriculum -Setup tutoring program every Monday, Wednesday and Saturday from August 2010 to May 2011.

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		S	n/a			
	AYP (Overall and for each disaggregated groups)	R				
		M				
Academic Growth	Median Student Growth Percentile	R	By the end of the 2010-2011 school year, the Median Student Growth Percentile in middle school reading will be 58.	By the end of the 2011-2012 school year, the Median Student Growth Percentile in middle school reading will be 60.	Quarterly assessments (5 times a year), Acuity Assessment (3 times a year). Reading fluency assessments (every three weeks)	Schedule all middle school students in a homogenously grouped 45 minute reading intervention class -Align sequence of reading curriculum 6th - 12th grade using the Springboard curriculum -Setup tutoring program every Monday, Wednesday and Saturday from August 2010 to May 2011.
		M	n/a			
		W	By the end of the 2010-2011 school year, the Median Student Growth Percentile in middle school reading will be 55.	By the end of the 2011-2012 school year, the Median Student Growth Percentile in middle school writing will be 60.	Quarterly assessments (5 times a year), Acuity Assessment (3 times a year).	-Align sequence of writing curriculum 6th - 12th using the Springboard curriculum

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						-Setup tutoring program every Monday, Wednesday and Saturday from August 2010 to May 2011.
Academic Growth Gaps	Median Student Growth Percentile	R	By the end of the 2010-2011 school year, the school will meet SPF growth expectations for all combined students (FRL, Minority, ELL, SPED) with a reading MGP of 58	By the end of the 2011-2012 school year, the school will meet SPF growth expectations for all combined students (FRL, Minority, ELL, SPED) with a reading MGP of 60	Quarterly assessments (5 times a year), Acuity Assessment (3 times a year). Reading fluency assessments (every three weeks)	Same as above
		M	n/a			
		W	By the end of the 2010-2011 school year, the school will meet SPF growth expectations for all combined students (FRL, Minority, ELL, SPED) with a writing MGP of 55	By the end of the 2011-2012 school year, the school will meet SPF growth expectations for all combined students (FRL, Minority, ELL, SPED) with a writing MGP of 60	Quarterly assessments (5 times a year), Acuity Assessment (3 times a year).	Same as above
Post Secondary & Workforce Readiness	Graduation Rate		n/a	n/a	n/a	n/a
	Dropout Rate		n/a	n/a	n/a	n/a
	Mean ACT		The 2011 Mean ACT Composite score will be 15.5	The 2012 Mean ACT Composite score will be 16.5	- Quarterly assessments in reading, writing, math and science (5 times a year), Acuity Assessment (3 times a year).	- ACT workshops for juniors every Saturday (October 2010 to April 2011) - ACT practice test - Focus on usage/mechanics and rhetorical skills - ACT Plan for sophomores - Purchase ACT Online Prep tutoring

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					program
					-Align sequence of reading and writing curriculum 6th -12th grade using the Springboard curriculum
					-Setup tutoring program every Monday, Wednesday and Saturday from August 2010 to May 2011.

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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: Implement a homogenously grouped reading intervention class for each middle school student and align a reading curriculum 6-12.

Root Cause(s) Addressed: Students 6-12 were exposed to an aligned curriculum. Our leveled taxonomy of questions that transfer to higher level thinking thus resulting in reading improvement has not yielded the desired academic proficiency levels; students were not explicitly taught reading strategies and skills such as inference, prediction, expression, accuracy and fluency.

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
Interventions Department will implement a homogenously grouped reading intervention class for each middle school student.	August 2010	-Principal, Cesar Cedillo -Intervention Facilitator, Melissa Boyd -Intervention Teachers	5 teachers x $67,000 = $335,000 (general fund)	Courses will be systematically aligned to CSAP standards and sub-standards. Monthly department meetings in from August 2010 to May 2011are in place to discuss course sequence and curriculum. Analysis of data will show an aligned intervention curriculum will positively impact student reading achievement.
Language Arts Department will align a reading and writing curriculum 6th -12th.	August 2010 to August 2012	-Principal, Cesar Cedillo -Intervention		Monthly department meetings in from August 2010 to May 2011are in place to discuss course

		Facilitator , Becky Martinez -Language Arts Teachers		sequence and curriculum. Analysis of data will show an aligned curriculum will positively impact student achievement.
Assessments given Aims Web Quarterly Assessments -Short constructed response -Extended constructed response -Reading comprehension Assessment Acuity SRI Home reading program	August 2010 to May 2011	Principal Intervention Teachers	General fund, SIG, District curriculum	-Identification of specific focus lessons based on student performance -Collect menu of focus lessons from the collective and individual student needs -Teach performance standards using student work and building scoring guide -Provide multiple configurations of students' demonstration of comprehension (independent, partner, group, teacher-led) -Socialized learning = independent growth -Provide small group instruction for all learners -Facilitator support -After school tutoring and Saturday School
Ensure a fluidity of schedule which will enable students to move up or down appropriate intervention proficiency levels	August 2010 to May 2011	Principal Assistant Principal Intervention Teachers	General fund, SIG, District curriculum	Quarterly data will determine which students move within the U, PP or P intervention classes.

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

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Major Improvement Strategy #2: Articulate a 6th through 12th grade writing curriculum.

Root Cause(s) Addressed: Our writing program has not been articulated 6th -12th with specific targets at each grade level. The measures used have been short constructed response and extended constructed response and have not been supplemented by skills based writing strategies.

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
Research curriculum that aligns writing 6th -12th grade.	August 2010	Principal Facilitator Language Arts teachers	General fund, district resources	Courses will be systematically aligned to CSAP standards and sub-standards. Monthly department meetings in from August 2010 to May 2011are in place to discuss course sequence and curriculum. Analysis of data will show an aligned intervention curriculum will positively impact student reading achievement.
Assessments given Aims Web Quarterly Assessments -Short constructed response -Extended constructed response -Reading comprehension Assessment Acuity SRI	August 2010 to May 2011	Principal Facilitator Language Arts Teachers	General fund, SIG, District curriculum	Identification of specific focus lessons based on student performance Collect menu of focus lessons from the collective and individual student needs Teach performance standards using student work and building scoring guide Provide multiple configurations of students' demonstration of comprehension (independent, partner, group, teacher-led) Socialized learning = independent

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				growth Provide small group instruction for all learners Facilitator support After school tutoring and Saturday School

Major Improvement Strategy #3: Implement an intentional ACT preparation program

Root Cause(s) Addressed: The school did not implement an articulated curriculum designed with the ACT as an end goal. In 2002, the school was opened as a middle school only. The re-design was focused on 100% graduation rate not on post-secondary readiness.

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
- ACT workshops for juniors every Saturday	October 2010 to April 2011	Principal High School teachers	4 teachers x 24 weeks x 40/hour = $3,840	Saturday's starting in September 2010 to April 2011.
- ACT practice test	October 2010	Assistant Principal	$1,100 for a year-long license.	October 18th, 2010
- Focus on usage/mechanics and rhetorical skills	August 2010 to May 2011	Language Arts, Math and Science Departments	General fund	Monthly language arts department meetings in from August 2010 to May 2011are in place to discuss course sequence and curriculum. Analysis of data will show an aligned curriculum will positively impact student achievement.

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- ACT Plan for sophomores	October 2010	Assistant Principal 10th grade teachers	Free District resource	October 2010
-Align sequence of reading and writing curriculum 6th -12th grade using the Springboard curriculum	August 2010 to May 2011	Principal Facilitator Language Arts Department	General fund	Monthly department meetings in from August 2010 to May 2011are in place to discuss course sequence and curriculum. Analysis of data will show an aligned curriculum will positively impact student achievement.
- Purchase ACT Online Prep tutoring program	March 2010 to April 2011	Principal Assistant Principal	$1,100 for a year-long license.	Renew license in March 2011.
-Setup tutoring program every Monday, Wednesday and Saturday from August 2010 to May 2011.	August 2010 to May 2011	Principal Kendra Cisneros Assistant Principal	16 teachers x 24 weeks x 40/hour = $15,360	Every Monday, Wednesday, and Saturday from August 2010 to May 2011