

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 5448 School Name: MANUAL HIGH SCHOOL SPF Year: 2012 Accountable by: 3 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in blue text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % P+A in reading, writing, math and science Expectation: %P+A is at or above the 50 th percentile by using 1-year or 3-years of data	R	-	-	72.21%	-	-	36.42%	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	-	-	30.53%	-	-	13.32%	
		W	-	-	49.57%	-	-	18.88%	
		S	-	-	50%	-	-	19.49%	
Academic Growth	Median Student Growth Percentile Description: Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency Expectation: If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.		Median Adequate SGP			Median SGP			Overall Rating for Academic Growth: Approaching * Consult your School Performance Framework for the ratings for each content area at each level.
			Elem	MS	HS	Elem	MS	HS	
		R	-	-	68	-	-	46	
		M	-	-	99	-	-	56	
		W	-	-	94	-	-	50	
ELP	-	-	71	-	-	48			

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

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 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 district'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.	<p>Overall Rating for Growth Gaps: Approaching</p> <p>* Consult your School Performance Framework for the ratings for each student-disaggregated group at each content area at each level.</p>	
Post Secondary/ Workforce Readiness	<p>Graduation Rate Expectation: at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above	<p>Best of 4-year through 7- year Grad Rate 65.4% using a 4 year grad rate</p>	Approaching	<p>Overall Rating for Post Secondary Readiness: Approaching</p>
	<p>Disaggregated Graduation Rate Expectation: at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.</p>	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	Does Not Meet	
	<p>Dropout Rate Expectation: At or below State average overall.</p>	3.9%	1.8%	Meets	
	<p>Mean ACT Composite Score Expectation: At or above State average</p>	20.1	16.3	Does Not Meet	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the in UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp . Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) Low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

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	Has the school received a grant that supports the school's improvement efforts? 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

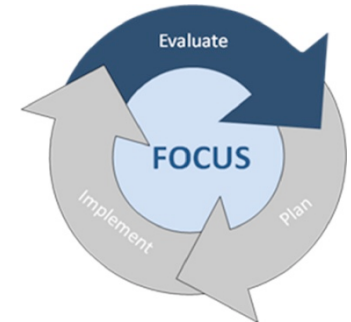
The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accountability
 Title IA (Targeted Assistance or Schoolwide)
 Title I Focus School
 Tiered Intervention Grant (TIG)
 Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant
 Other: _____

School Contact Information (Additional contacts may be added, if needed)		
	Name and Title	Brian Dale, Principal
	Email	brian_dale@dpsk12.org
	Phone	720-423-6302
	Mailing Address	1700 E. 28 th St., Denver, CO, 80205
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	Phone	720-423-6379
	Mailing Address	1700 E. 28 th St., Denver, CO, 80205

Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Worksheet #1: Progress Monitoring of Prior Year’s Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year’s plan). While this worksheet should be included in your UIP, *the main intent is to record your school’s reflections to help build your data narrative.*

Performance Indicators	Targets for 2011-12 school year (Targets set in last year’s plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	Reading: 38 Math: 18 Writing: 23 Science: 25	Reading: 36 (-2% below target) Math: 13 (-5% below target) Writing: 19 (-4% below target) Science: 19 (-6% below target)	Since its re-opening in 2006, Manual High School has struggled to clearly identify itself. The challenges of steady student enrollment growth, enrollment policy changes, and administrative and staff turnover have combined to cause a sense of instability resulting in lack of academic performance.
Academic Growth	Reading: >55 Math: >55 Writing: >55	Reading: 45 (-10 below target) Math: 56 (+1 above target) Writing: 50 (-5 below target)	
Academic Growth Gaps	Reading: >55 (all sub-groups) Math: >55 (all sub-groups)	ELL Reading: 42 (-13 below target) ELL Math: 52 (-3 below target)	

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
	Writing: >55 (all sub-groups)	ELL Writing: 37 (-18 below target) FRL Reading: 36 (-19 below target) FRL Math: 53 (-2 below target) FRL Writing: 34 (-21 below target) Minority Reading: 35 (-20 below target) Minority Math: 54 (-1 below target) Minority Writing: 34 (-21 below target)	
Post Secondary Readiness	Graduation Rate: 80% Dropout Rate: <2%	Graduation Rate: 65% Dropout Rate: 1.8%	

Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the “last year’s targets” worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	Reading, writing and math scores have consistently declined at Manual for the past 3 years. There have also been consistent gaps in performance among specific student groups. ELL Hispanic Black Males Females	Declining student performance in core subject areas	Manuals has experienced high teacher turnover, which has resulted in inconsistent instructional quality. Due to administration turnover, progress monitoring and assessment systems have not been aligned to student needs and Instruction has lacked consistent rigor
	2009: 27% Proficient and Advanced. 2010: 20% 2011: 22% 2012: 17%		
Academic Growth	Combined Reading, Math, Writing; 9 th and 10 th .	Declining student performance in core subject areas	
			Over the past 4 years, Manual High School has struggled to clearly identify strategies for aligning systems for enrollment,

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes																
	2012: 41 st		student progress and student performance. Changing policies have led to staff turnover, inconsistent instructional practices and lack of academic performance. At the beginning of the 2011/12 school year the school leadership team made the decision to move to a year round calendar for the following school year. This move resulted in 60% of the teaching staff deciding not to return for the following year. Because this change in policy happened at the beginning of the school year there was a shift in the academic expectations and results.																
Academic Growth Gaps	<table border="1" data-bbox="415 836 1018 1079"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELL</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		2010	2011	2012	Black				Hispanic				ELL				There are multiple subgroups of students with the school who are demonstrating academic growth gaps	Lack of consistent assessment systems and progress monitoring tools have resulted in growth gaps
	2010	2011	2012																
Black																			
Hispanic																			
ELL																			
Post Secondary & Workforce Readiness	Graduation Rate: not reported, lacks number of years. Dropout Rate: not reported, lacks number of years. ACT Composite: 2010: 15.9 2011: 17.2																		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	2012: 16.1		

Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

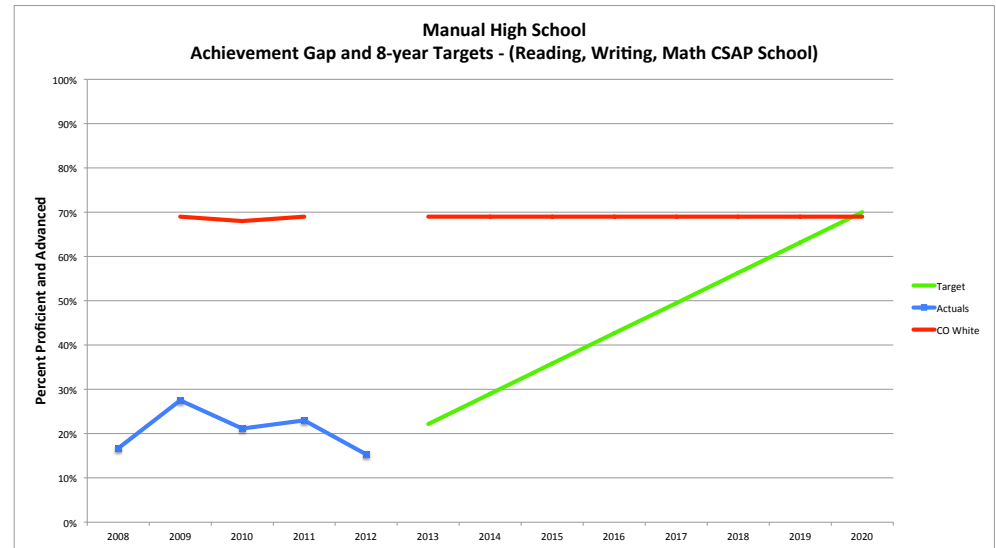
<p>Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).</p>	<p>Review Current Performance: Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.</p>	<p>Trend Analysis: Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.</p>	<p>Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and taken into consideration the magnitude of the school's over-all performance challenges.</p>	<p>Root Cause Analysis Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.</p>
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Narrative:
Manual High School is a Denver Public Schools public, non-charter, school. Manual has State Department of Education status as an Innovation School based in Senate Bill 131. The school, originally opened in 1894, was closed for the school year 2006-07. Since its reopening, the school has been driven by its Mission to *do what it takes to keep students in school, help them learn, and prepare them for success in college, their careers and life.*

Manual High School is also a neighborhood school that serves the near-northeast neighborhoods of Denver. The school's population demographic consists of 98% Black and Hispanic students, 93% students eligible for free or reduced lunch, and 100% of students that are capable of learning and succeeding to achieve our school-wide Vision.

The school has set its most urgent and important short-term goal to close the achievement gap between White students across the State and Manual students being primarily students of color. The graph to the right illustrates the goal and serves as our targets for the next 8 years.

Over the course of school year 2011-12, the school leadership studied the longitudinal data, and instructional practices since the school's re-opening and found the following to be the trends leading to the creation of the long-range goals and plans detailed in the Action Plan: TCAP proficiency rates in all subjects have been trending downward thus indicating a broad systemic solution is necessary rather than a subject, program, or sub-group targeted action plan.



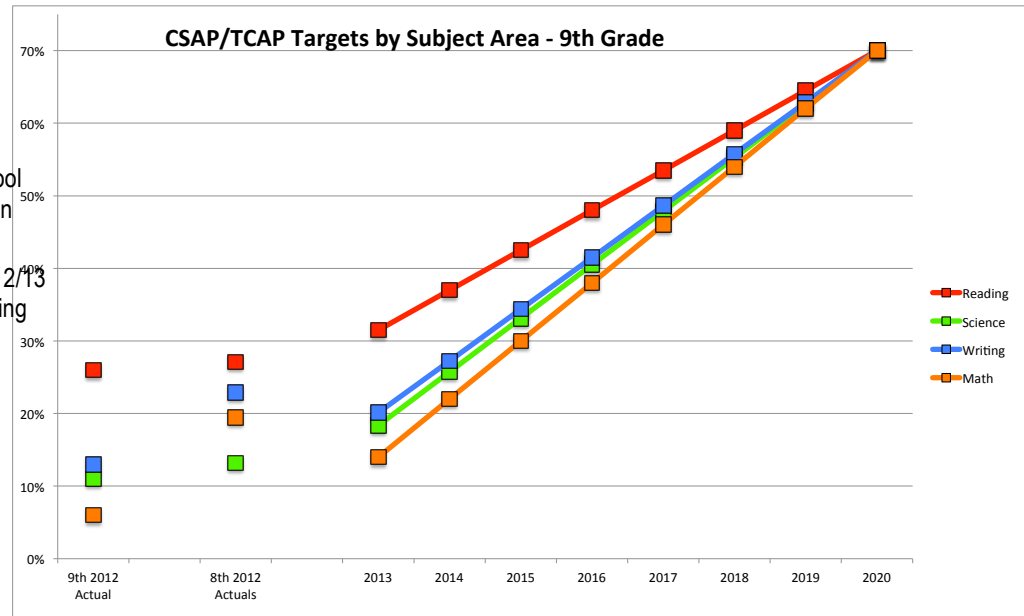
- Evident across the school is a lack of consistent assessment practice linked directly to standards.
- Based on our student population, a traditional approach to instruction will not achieve our mandatory outcomes. Traditional teacher-led practices lead to limited student engagement.

Systemic stability and systemic practice are the focus of our action steps toward this root cause. A clear long-term Mission and Vision, supported by clearly articulated core values form the foundation for programmatic decision-making and instructional practice. In addition, extensive work on content and grade level essential learning goals, accompanied by a standardized assessment and progress-monitoring program, ensure that what is being taught is appropriate and that progress is being addressed. Additionally, the adoption of experiential learning practices supported by off-campus excursions and community partner led courses provide a differentiated model for student engagement.

CSAP/TCAP Targets - 8 years
Percent of Advanced Targets Required to close the achievement gap in 8 years - 9th Grade Only

	9th 2012 Actual	8th 2012 Actuals	2013	2014	2015	2016	2017	2018	2019	2020
Reading	26.0%	27.1%	31.5%	37.0%	42.5%	48.0%	53.5%	59.0%	64.5%	70.0%
Writing	13.0%	22.9%	20.1%	27.3%	34.4%	41.5%	48.6%	55.8%	62.9%	70.0%
Math	6.0%	19.5%	14.0%	22.0%	30.0%	38.0%	46.0%	54.0%	62.0%	70.0%
Science	11.0%	13.2%	18.4%	25.8%	33.1%	40.5%	47.9%	55.3%	62.6%	70.0%
Combined	14.0%		21.0%	28.0%	35.0%	42.0%	49.0%	56.0%	63.0%	70.0%

The graph to the right shows the projected assessment results for Manual High school students during the 2011/12 school years. The actual student results have also been added to the graph to indicate that projections were slightly different than actual student data. The actual proficiency rates of 9th graders entering Manual for the 2012/13 school year math and writing were higher than projected while the science and reading scores were lower than projected. There is an urgent need to reverse student performance and growth outcomes.



Root Cause Analysis:

Improvement Strategy 1: Manual will implement an extended school day and extended school year. This additional time will target specific student learning needs as determined by progress monitoring data.

Root cause addressed:

Due to administration turnover, which has led to a lack of consistent assessment systems and progress monitoring

Instruction has not been aligned to data and student needs

Instruction has lacked rigor

Improvement Strategy 2: Implementation of Standards-based quarterly assessment, which will be analyzed in data team and aligned to instructional decision.

Over the past 4 years, Manual High School has struggled to clearly identify strategies for aligning systems for enrollment, student progress and student performance. Chancing

policies have led to staff turnover, inconsistent instructional practices and lack of academic performance. At the beginning of the 2011/12 school year the school leadership team made the decision to move to a year round calendar for the following school year. This move resulted in 60% of the teachers deciding not to return for the following year. Because this change in policy happened at the beginning of the school year there was a shift in the academic expectations.

Manual has experienced high teacher turnover, which has resulted in inconsistent instructional quality.

Improvement Strategy #3: Experiential learning curriculum

Root case addressed:

Instruction has not been aligned to student data and needs

Instruction has lacked rigor

Lack of consistent assessment systems and progress monitoring tools have resulted in growth gaps

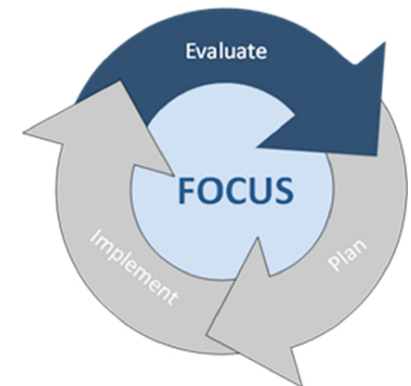
Section IV: Action Plan(s)

This section addresses the “plan” portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.

School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year’s targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



School Target Setting Form

Performance Indicators	Measures/ Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2012-13	Major Improvement Strategy	
			2012-13	2013-14			
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	Close the proficiency achievement gap over the next 8 years.	35%	40%	School-wide quarterly standards-based assessments. Sep. 19-20, Dec. 5-6 Mar. 13-14, Jun. 12-13	Strategy #1 Strategy #2 Strategy #3
		M		12.3%	32%		
		W		19.3%	26.5%		
		S		18.4%	25.8%		
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	Declining student performance in core subject areas	>50	>50	.School-wide quarterly standards-based assessments. Sep. 19-20, Dec. 5-6 Mar. 13-14, Jun. 12-13 Classroom assessments	
		M					
		W					
		ELP					
Academic Growth Gaps	Median Student Growth Percentile	R	Close the proficiency achievement gap over the next 8 years. We include Science in this goal.	>50	>50	School-wide quarterly standards-based assessments. Sep. 19-20, Dec. 5-6 Mar. 13-14, Jun. 12-13 Classroom assessments	Strategy #1 Strategy #2 Strategy #3
		M		>50	>50		
		W		>50	>50		
Post Secondary & Workforce Readiness	Graduation Rate			93%	94%		
	Disaggregated Grad Rate						
	Dropout Rate			<2%	<2%		
	Mean ACT			17	17.8		

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, 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 below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. 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: Extended school day and year

Root Cause(s) Addressed: 4. Low proficiency rates of incoming Freshman

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

- School Plan under State Accountability Title I Schoolwide or Targeted Assistance plan requirements Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG) Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Modified school calendar to include 209 full school days per year. July 9 th through June 13 th .	On-going	School leadership team.	\$250,000 (school fund raising). Teacher salary increases.	Full enrollment on 9/15/12. (Met)	Completed.
Modified daily schedule to include 1 extra hour every full school day. 7:45am to 3:45pm. This time is strategically planned to support student learning needs	On-going	School leadership team.	No additional cost.	Master schedule completed 7/9/12.	Completed.
Note: Teachers work from 7:30 to 4:30, including an office hours / mandatory tutoring block from 3:45pm to 4:30 pm, Mondays, Wednesdays, Thursdays, and Fridays.					

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: Standards-based quarterly progress monitoring assessments

Root Cause(s) Addressed:

1. Due to administration turnover, weak, un-engaged and inconsistent instructional quality.
2. Due to administration turnover, Inconsistent, un-aligned, and poorly utilized progress monitoring and assessment systems
3. Low content rigor and content mis-matched to needs and interest of students
4. Low proficiency rates of incoming Freshman.

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

- School Plan under State Accountability
 Title I School-wide or Targeted Assistance Plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Department teams create Essential Learning Goals (ELGs) from a combination of Common Core, ACT, and AP standards. These goals are consistently monitored though out the year.	Spring 2012, Revised each spring.	Department teams.	No additional resources.	ELGs published July 2012.	On-going
Department teams create and utilize standardized rubrics for assessing ELGs.	July 2012. Revise April 2013	Department teams.	No additional resources.	Rubrics published August 2012.	On-going
Department grade level teams write and administer quarterly progress monitoring assessments to be administered building-wide in prescribed testing time windows.	Q1, 2012	Department grade level teams.	No additional resources.	Q1 Assessments administered building-wide September 19 th -20 th .	Q1, Q2, Q3 Complete Process on-going Q4.
Grade level and department level teams meet to discuss progress-monitoring data and make instructional decisions.	2012-13, on-going.	Department and grade level teams.	No additional resources.	Department and grade level teams meet weekly.	On-going.

Major Improvement Strategy #3: Create and implement an **Experiential-learning curriculum**

Root Cause(s) Addressed:

1. Administration turnover, weak, un-engaged and inconsistent instructional quality.
2. Inconsistent, un-aligned, and poorly utilized progress monitoring and assessment systems
3. Low content rigor and content mismatched to needs and interest of students
4. Low proficiency rates of incoming freshman.

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

- School Plan under State Accountability
 Title I School wide or Targeted Assistance plan requirements
 Title I Focus School Plan requirements
 Application for a Tiered Intervention Grant (TIG)
 Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline (2012-13 and 2013-2014)	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks	Status of Action Step* (e.g., completed, in progress, not begun)
Create the framework of department curriculum connections to off-campus, experiential learning excursions.	Spring 2012	Innovation planning committee.	Extra-duty pay (≈\$10,000) for committee members. Paid through school-based budget.	Detailed plan finalized April 2012.	Completed.
Plan departmental, supplemental curriculum to support the off-campus academic excursions.	Spring/Summer 2012	Departmental teams.	No additional resources.	Q1 supplemental curriculum finished July 2012. Q2 supplemental curriculums complete October 2012.	Q1, Q2, Q3 Completed. Q4 Upcoming.
Plan the logistical details of the off-campus excursions.	On-going.	Director of Experiential Learning and department teams.	\$750,000 from school-based fund raising.	Excursion 1 complete. Excursion 2 complete. Excursion 3 Dec. 10-14 Excursion 4 Mar. 18-22 Excursion 5 Jun. 3-7	On-going.