

Colorado's Unified Improvement Plan for Alternative Education Campuses for 2013-14

Organization Code: 1560 District Name: THOMPSON R2-J School Code: 9260 School Name: HAROLD FERGUSON HIGH SCHOOL SPF Year: 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 2012-13. For federal accountability, Alternative Education Campuses (AECs) may be accountable to certain requirements as Title I, Focus, or TIG schools. For state accountability, AECs have a modified state AEC SPF report that uses AEC norms to focus on the key performance indicators of Achievement, Growth, Student Engagement and Postsecondary and Workforce Readiness. Where there are required state measures, these are noted below, but AECs may also have optional supplemental measures. AECs will need to complete the table to reflect their results on any optional supplemental measures. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?	
		R	Elem	MS	HS	Elem	MS		HS
Academic Achievement (Status)	State Required Measure TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura Description: % Proficient and Advanced (%P+A) in reading, writing, math and science Expectation: %P+A is at/above the 60 th percentile for AECs.	R	-	-	35.4%			29%	Overall AEC Rating for Academic Achievement: [AEC SPF Rating] * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		M	-	-	4.4%			0%	
		W	-	-	14.6%			0%	
		S	-	-	16.4%			0%	
	Supplemental Measure: [Name of Measure]		Elem	MS	HS	Elem	MS	HS	
	Description: [Description of measure]	[CA1]	[%]	[%]	[%]	[%]	[%]	[%]	
		[CA2]	[%]	[%]	[%]	[%]	[%]	[%]	
	Expectation: [Expectation of measure]	[CA3]	[%]	[%]	[%]	[%]	[%]	[%]	
		[CA4]	[%]	[%]	[%]	[%]	[%]	[%]	

School Code: 9260

School Name: HAROLD FERGUSON HIGH SCHOOL

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations			2012-13 School Results			Meets Expectations?	
		Elem	MS	HS	Elem	MS	HS		
Academic Growth	State Required Measure: Median Student Growth Percentile (MGP) Description: Growth in TCAP for reading, writing and math. Expectation: Median Student Growth Percentile (MGP) at/above the 60 th percentile for AECs.	R	-	-	-	[#]	[#]	[#]	Overall AEC Rating for Academic Growth: [AEC SPF Rating] * Consult your AEC School Performance Framework for the ratings for each content area at each level.
		M	-	-	-	[#]	[#]	[#]	
		W	-	-	-	[#]	[#]	[#]	
	Supplemental Measure 1: [Name of Measure]		Elem	MS	HS	Elem	MS	HS	
	Description: [Description of measure]	[CA1]	[#]	[#]	[#]	[#]	[#]	[#]	
		[CA2]	[#]	[#]	[#]	[#]	[#]	[#]	
	Expectation: [Expectation of measure]	[CA3]	[#]	[#]	[#]	[#]	[#]	[#]	
		[CA4]	[#]	[#]	[#]	[#]	[#]	[#]	
	Supplemental Measure 2: [Name of Measure]		Elem	MS	HS	Elem	MS	HS	
	Description: [Description of measure]	[CA1]	[#]	[#]	[#]	[#]	[#]	[#]	
		[CA2]	[#]	[#]	[#]	[#]	[#]	[#]	
	Expectation: [Expectation of measure]	[CA3]	[#]	[#]	[#]	[#]	[#]	[#]	
		[CA4]	[#]	[#]	[#]	[#]	[#]	[#]	

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

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?
Student Engagement	State Required Measure: Average Daily Attendance Description: Total days attended out of total days possible to attend. Expectation: At/above the 60 th percentile of all AECs.	86.2%	86.71%	Overall AEC Rating for Student Engagement: [AEC SPF Rating] * Consult your AEC School Performance Framework for the ratings for each measure.
	State Required Measure: Truancy Rate Description: Total days unexcused absent out of total days possible to attend. Expectation: At/above the 60 th percentile of all AECs.	7.7%	18.5%	
	Supplemental Measure 1: [Name of Measure] Description: [Description of measure]	Expectation: [Expectation of measure]	[Enter results]	
	Supplemental Measure 2: [Name of Measure] Description: [Description of measure]	Expectation: [Expectation of measure]	[Enter results]	

Performance Indicators	Measures/ Metrics	2012-13 Federal and State Expectations	2012-13 School Results	Meets Expectations?	
Postsecondary & Workforce Readiness	State Required Measure: Completion Rate Description: % of students completing. Expectation: At/above the 60 th percentile of all AECs using 4-year, 5-year, 6-year or 7-year completion rate.	55.4%	63.0	[AEC SPF Rating]	Overall AEC Rating for Postsecondary & Workforce Readiness: [AEC SPF Rating] * Consult your AEC School Performance Framework for the ratings for each measure.
	State Required Measure: Dropout Rate Description: % of students dropping out. Expectation: At/below the 60 th percentile of all AECs.	11.4%	17.1	[AEC SPF Rating]	
	State Required Measure: ACT Composite Score Description: Mean ACT composite score. Expectation: At/above the 60 th percentile of all AECs.	15.5	15.1	[AEC SPF Rating]	
	Supplemental Measure 1: [Name of Measure] Description: [Description of measure]	Expectation: [Expectation of measure]	[Enter results]	[AEC SPF Rating]	
	Supplemental Measure 2: [Name of Measure] Description: [Description of measure]	Expectation: [Expectation of measure]	[Enter results]	[AEC SPF Rating]	

Accountability Status and Requirements for Improvement Plan

Summary of School Plan Timeline	October 15, 2013	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	December 2013	Once the AEC SPF is issued, this report will be re-populated in December 2013.
	January 15, 2014	The school has the option to submit the updated plan through Tracker for public posting on SchoolView.org.
	April 15, 2014	The UIP is due to CDE for public posting on April 15, 2014 through Tracker. Some program level reviews will occur at this same time (See customized directions below). For required elements in the improvement plan, go to the Quality Criteria at: http://www.cde.state.co.us/uiip/UIP_TrainingAndSupport_Resources.asp .

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Plan Type Assignment	Plan type is assigned based on the school's overall School Performance Framework score for the official year (achievement, growth, student engagement, postsecondary and workforce readiness).	Pending AEC SPF	Alternative Education Campus Schools will receive a re-populated UIP report with the AEC Framework data (including AEC plan type assignments) in December 2013. Note that AECs with a Priority Improvement or Turnaround plan type must submit the plan to CDE for review on January 15, 2014. AECs with a Turnaround plan type assignment must complete the required addendum for Turnaround schools. All AECs, regardless of plan type, must submit the plan to CDE on April 15, 2014 for public posting to SchoolView.org. Some programs may also review the UIP for requirements during the January or April submissions (see customized directions below).
ESEA and Grant Accountability			
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 is not identified as a Focus School and does not need to meet those additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools, eligible to implement one of four reform models as defined by the USDE.	Not awarded a TIG grant	This school does not receive a TIG grant and does not need to meet those additional requirements.
Colorado Graduation Pathways Program (CGP)	The program supports the development of sustainable, replicable models for dropout prevention and recovery that improve interim indicators (attendance, behavior and course completion), reduce the dropout rate and increase the graduation rate for all students participating in the program.	Not a CGP Funded School	This school does not receive funding from the CGP Program and does not need to meet these additional program requirements.

School Code: 9260

School Name: HAROLD FERGUSON HIGH SCHOOL

Section II: Improvement Plan Information

Additional Information about the School

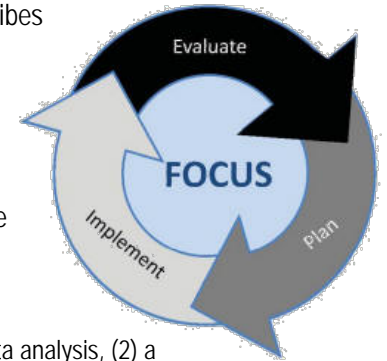
Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST or Expedited Review? If so, when?	
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.	
Improvement Plan Information		
The school is submitting this improvement plan to satisfy requirements for (check all that apply):		
<input type="checkbox"/> State Accreditation <input type="checkbox"/> Title I Focus School <input type="checkbox"/> Tiered Intervention Grant (TIG) <input type="checkbox"/> Colorado Graduation Pathways Program (CGP)		
<input type="checkbox"/> Other: _____		
School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Sheila Pottorff
	Email	sheila.pottorff@thompsonschoools.org
	Phone	970-613-5302
	Mailing Address	1101 Hilltop Dr., Loveland, CO 80538
2	Name and Title	Kathi White
	Email	whiterainbow32@msn.com
	Phone	(970)231-5204
	Mailing Address	2000 Cameo Ave., Loveland, CO 80538

School Code: 9260

School Name: HAROLD FERGUSON HIGH SCHOOL

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.



Data Narrative for School

Directions: In the narrative, describe the process and results of the data analysis for the school, including (1) a description of the school and the process for data analysis, (2) a review of current performance, (3) trend analysis, (4) priority performance challenges and (5) root cause analysis. A description of the expected narrative sections are included below. The narrative should not take more than five pages. Two worksheets (#1 *Progress Monitoring of Prior Year's Performance Targets* and #2 *Data Analysis*) have been provided to organize the data referenced in the narrative.

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 AEC SPF and local data. Document any areas where the school did not at least 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 performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) 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 address the magnitude of the school's overall 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. A description of the selection process for the corresponding major improvement strategies is encouraged.</p>
<p>Narrative: Narrative: Description of the FHS and the process for data analysis: Harold Ferguson High School is an Alternative Education Campus (AEC) that was opened 40 years ago in supporting at-risk youth in graduating from high school. Our school enrollment hovers around 100-140 students of which over 95% are deemed at-risk by the Colorado Department of Education. We pride ourselves the ability to personalize student learning in our small learning community.</p>				

Two years ago our staff reflected on why we existed and established the following mission statement:

Foster a Diverse Learning Community
Honor and Hone Personal Potential
Support and Practice Responsible Citizenship

Review of current performance

We are very proud of the work we have done in the past two years. We have gone from "Improvement" on our School Performance Framework (SPF) to "Performance" seeing the biggest growth in our Post-Secondary Workforce Readiness. The definition of Post-Secondary Workforce Readiness measurements are defined as,

"The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or jobs upon completing high school. For AECs, this Indicator reflects student completion rates, dropout rates, and average Colorado ACT composite scores. AECs may also include additional optional measures that reflect postsecondary and workforce readiness, as approved by CDE."

One area that we have seen growth is within the Completion Rate as an AEC school. We exceed the AEC expectation for Completion Rate with our 4/5/6/7 year completers. We maintained our ACT composite score at 15.0, which resulted in a rating of Approaching. An area we need to continue to work on is our Drop Out rate. Our students have so many extraneous issues, social, emotional and physical; including addiction and homelessness that interrupts their education. We have an open door policy that students can return at the beginning of any hexter to complete their education. We work hard to put safety nets to support the student once they return to school.

The second area in the School Performance Framework is "Student Engagement". With our daily average attendance we did meet AEC expectations. Our average daily attendance was 88.1 %. This year we would like to raise that to 90%. We know when students attend school regularly, they find more success. Our truancy rate last year was 42% on the SFP, which is considered "Approaching" with the AEC rating. We have students that need to attend probation meetings, doctor appointments and other necessary meetings that results in them missing school. We are attempting to work with the various human service agencies to move the meetings to our campus so the student do not have to miss as much school when looking for transportation to the meeting space off campus.

Our tenth graders did show some personal growth on their TCAP scores. We only had 21 students participate in the TCAP testing. We had 100% participation rate with our tenth graders.

Reading Results: Of the 21 students who took the reading TCAP, six students were new to our district and we did not have previous scores for them. Of the 15 students who did have scores from the previous year, 13 of students demonstrated growth on their scale scores, with ten of the students demonstrating more than 10 points growth in their scale score points. We only had two students demonstrate a decline in their scores.

Writing Results: Of the 21 students who took the writing TCAP, six students were new to our district and we did not have previous scores for them. Of the 15 students who did have scores from the previous year, 8 of students demonstrated growth on their scale scores all above 10 scale score points. Seven students demonstrated a decline in their scale score.

Math Results: Of the 21 students who took the math TCAP, six students did not have previous year TCAP scores. Of the 14 students who did have scores from the previous year, 9 of students demonstrated growth on their scale scores with six above 10 scale score points. Five students demonstrated a decline in their scale score.

Many of our tenth graders are not with us for a full year. We would contribute their growth on the TCAP to a learning environment that is more conducive to their learning style and building their confidence as readers, writers and mathematicians.

On our CO-ACT results, we maintained our composite score of 15.1. Other noticing we made with our data:

English Results: In our English results, we did notice a significant increase in our average score of 0.5. In 2013 we actually attained our highest average English score on the CO ACT in the past five years.

Math Results: In math, we demonstrated a growth of 0.2 in our overall math average. We are growing towards our highest average we have ever had at 16 in math.

Reading Results: In reading we saw the highest growth in our Co-ACT averages. We demonstrated a growth of 0.9, which is a significant growth.

Science Results: We demonstrated a significant decline in our science average this year. We drop over 1.3 points.

As I mentioned before, we maintained our overall composite average of 15.1. In reflecting on our students who participated in the Co-ACT only 58% of our students who were eligible participated in the assessment. We have demonstrated year after year, not getting 95% of our juniors to participate in the Co-ACT. This year, we will ensure that we get at least 95% participation from our students. We will involve more parents in understanding the value of the Co-ACT. Our hope is to get our overall composite score to 16.

ACT

Table 1.1 Five Year Trends – Average Scores – Grade 11 Tested FHS Students

Year	Number of students tested School State		Average ACT Scores									
			English School State		Math School State		Reading School State		Science School State		Composite School State	
2009	45	50,530	12.7	19.0	15.5	19.8	14.8	20.4	14.6	20.1	14.5	20.0
2010	53	51,438	13.6	19.2	15.7	19.9	15.8	20.2	15.0	20.1	15.1	20.0
2011	43	51,506	13.1	19.0	16.0	20.0	14.7	19.9	15.4	20.2	14.9	19.9
2012	32	52,438	13.5	19.4	15.5	20.1	15.0	19.8	15.7	20.1	15.1	20.0
2013	30	52,703	14	19.4	15.7	20.1	15.9	20.4	14.4	20.1	15.1	20.1

Table 1.2 Five Year Trends – Percent of FHS Students Meeting College Readiness Benchmarks– Grade 11 Tested Students

Year	Number of students tested School State		Percent Meeting Benchmarks									
			English School State		Math School State		Reading School State		Science School State		Meeting all Four School State	
2009	45	50,530	16	57	4	35	11	57	0	24	0	16
2010	53	51,438	15	58	0	35	13	58	0	25	0	19
2011	43	51,506	19	57	7	37	12	57	2	28	2	22
2012	32	52,438	19	59	3	38	13	43	6	26	3	20
2013	30	52,703	20	59	3	36	13	47	3	28	3	22

Trend Analysis:

Attendance: This is an area we continue to work on with our students. We want to instill the value of attending school every day and how it will assist you in finding success at school. This is also a post-secondary and workforce readiness skill in building a strong work ethic. We hope to see our attendance data increase to 90% this coming year.

Behavior: We are fortunate on our campus to have few behavior issues. We are in our second year of implementing PBIS on our campus. This year we are rolling out our school-wide expectations of CHOICE, "At FHS we are (have) Curious, Hard-working, Optimistic, Integrity, Caring, Engaged. We are working hard to focus on five positives-to-one negative recognition. When we do have an altercation on our campus, we work with Restorative Justice through our counselor or our district RJ expert. Many of our students are focused on finding success and graduating. Our counselor works closely with students who are struggling socially, emotionally and physically.

Classroom Performance: This was our first year to have the TCAP data. We hope to see a trend with continuing to increase the students TCAP scores. We need to continue to learn about the Common Core Standards and how we can ensure students can access a variety of text to increase their learning. We also need to begin looking at the Partnership for Assessments of Readiness for College and Career, so we can ensure we are preparing the students for their future.

Priority Performance Challenges:

We will continue our training and staff development on Positive Behavior intervention Support (PBIS) and Response to Intervention and Instruction (RtI²). We believe this will help support our students in Attendance and Behavior. We have moved our Advisory period between first and second period. This is a time we come together as a whole community. We recognize each other for their good "CHOICE" in finding success at school. We model successful behaviors, which the students can take with them every day.

We will continue our focus to create a "Learning Culture" in which our students are connected with at least one adult who is their personal advocate. This will also happen during the Advisory time. We believe our students will strive in their education if they know they have a positive role model who is there to support them unconditionally.

In our academic areas, we will continue to focus on reading and writing skills to help our students in their post-secondary endeavors. We are also looking at how to integrate more Project Based Learning into our classroom instruction. We want our students to be able to graduate prepared for their post-secondary world.

Root Cause Analysis

As we dig into our data, we notice that we need to be more consistent on our expectations. We also need to be explicit in the purpose of learning. We need to be able to answer these four questions:

What do we expect our students to know and do?

How do we know they have learned?

What do we do when students don't learn?

What do we do when students already know it?

We believe if we focus on these two areas, we will be able to better meet the needs of our students.

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

Directions: This chart supports analysis of progress made towards performance targets set for the 2012-13 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 2012-13 school year (Targets set in last year's plan)	Performance in 2012-13? Was the target met? How close was the school to meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	ACT: See Table 1.1 in Narrative	This past year, we maintained our overall composite score at 5.1 We did see significant growth in Reading and English subtest. The same principal for the past three years and we are working hard to focus on creating learning focused community. We have frequent professional development opportunities where staff learn and share best practices.	We believe that the focus on shared professional development focused on the teaching learning cycle has helped us in planning effective lessons for our students.
Academic Growth	We did see growth with our students on the TCAP assessment. See Reading, Writing and Math TCAP summary in narrative.	Due to the small numbers students taking the TCAP Assessment, we have to calculate our student's growth. We believe we did demonstrate growth with the majority of the students who have been in TSD for the past two years	The success of the students in TCAP is a result of the students attending FHS Scholars. Last year was our first year for this program and it is focused on strategy instruction, which assist the students in accessing the content better.
Student Engagement	Average Daily Attendance 86.2%	86.71% Exceeded	As part of our PBIS and RTI, we hope to continue to increase our attendance rate this year and decrease our truancy rate.
	Truancy Rate 7.7%	18.5% Not Met	
Postsecondary & Workforce Readiness	Completion Rate: 55.4%	63.0 Exceeded	As we continue to build a solid routine and expectations, we believe we are on track to continue to see our completion rate increase. Many of our students due drop out do to unfortunate circumstances. We do recover many of these students to either graduation or GED. ACT results are a reflection of less than 90% of the students participating in the assessment.
	Drop Out Rate: 11.4%	17.1 Not Met	
	ACT Composite: 15.5	15.1 Not Met	

School Code: 9260

School Name: HAROLD FERGUSON HIGH SCHOOL

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 3-4); 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)	Classroom Performance: In our five year trend with the CO-ACT, we maintained our 15.1 composite score. We did see a significant increase in our Reading and English subtest, along with an increase in our Math subtest. We saw a significant dip in our Science subtest.	In the past, we have struggled getting 95% of the students to take CO-ACT. We believe if all 11 th graders were to take the CO ACT, we would see a rise in our composite score.	We need to find ways to motivate students to attend regularly and be present for the assessment.
Academic Growth	Classroom Performance: This was our second year to have the TCAP data. We hope to see a trend with continuing to increase the students TCAP scores. We need to continue to learn about the Common Core Standards and how we can ensure students can access a variety of text to increase their learning. We also need to begin looking at the Partnership for Assessments of Readiness for College and Career, so we can ensure we are preparing the students for their future.		
Student Engagement	Attendance: This is an area we continue to work on with our students. We want to instill the value of attending		We need to find ways to motivate students to attend regularly and be present for the

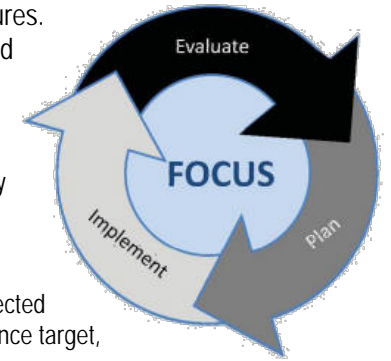
School Code: 9260

School Name: HAROLD FERGUSON HIGH SCHOOL

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	<p>school every day and how it will assist you in finding success at school. This is also a post-secondary and workforce readiness skill in building a strong work ethic. We hope to see our attendance data increase to 90% this coming year.</p>		<p>learning.</p>
<p>Postsecondary & Workforce Readiness</p>			

Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then 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; 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 2013-14	Major Improvement Strategy
			2013-14	2014-15		
Academic Achievement (Status)	TCAP, CoAlt, Lectura, Escritura	In the past, we have struggled getting 95% of the students to take CO-ACT. We believe if all 11 th graders were to take the CO ACT, we would see a rise in our composite score.	16.3	16.7	Acuity, Pre and Post Test	100% of all FHS students will demonstrate growth in their reading and writing skill level through district and school pre and post assessments
			16	16.4	Acuity, Pre and Post Test	
			14.4	14.8	Acuity, Pre and Post Test	
			14.8	15.2	Pre & Post Test	
Academic Growth	Median Growth Percentile (TCAP))	Our school begins with 10 th graders. A challenge we have is that they have not been in our school continuously.	70% demonstrate growth	75% demonstrate growth	Acuity, Pre and Post Test	100% of all FHS students will demonstrate growth in their reading and writing skill level through district and school pre and post assessments
			47%	51%	Acuity, Pre and Post Test	
			42%	46%	Acuity, Pre and Post Test	
					Pre & Post Test	

School Code: 9260

School Name: HAROLD FERGUSON HIGH SCHOOL

Student Engagement	Attendance Rate	Due to students having poor habits in attending school regularly, we are establishing protocols to better meet students needs.	90%	92%		
	Truancy Rate					
Postsecondary & Workforce Readiness	Completion Rate					
	Dropout Rate					
	Mean CO ACT					

Action Planning Form for 2013-14 and 2014-15

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: 100% of all FHS students will demonstrate growth in their reading and writing skill level through district and school pre and post assessments

Root Cause(s) Addressed: Focus on full implementation of the literacy standards through the use of thinking strategy instruction in every classroom and content will support students in being stronger readers, writers, speakers, thinkers and listeners.

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)
Analyze the Common Core Standards in literacy and integrate them into specific content <ul style="list-style-type: none"> • Make meaning of the literacy standards and assess how we already integrate them into our units of study • Implement them into one unit • School wide writing expectation 	Oct. Dec Feb	Principal, Teachers,	District Curriculum Director CDE Website	100 % of staff will have access to literacy standards 100% of staff integrate the literacy standards into at least one unit 75% of our students will demonstrate proficiency on the school wide assessment in Feb.	NB NB NB NB

<ul style="list-style-type: none"> Establish a PLC to examine LDC instructional strategies and Thinking Strategy instruction to increase student engagement with content. Collect data and monitor students' progress in writing task Identify specific writing skills to increase students writing. 	<p>Nov. - May</p>	<p>TOT, Principal, teachers</p>	<p>PEBC, TOT District Integration Grant Coordinator</p>	<p>Oct – Rubric Nov – prompt – Every student will complete a persuasive essay Dec – treasure hunt</p>	<p>NB</p>
<ul style="list-style-type: none"> Review and Self-Assessment of use of Depth of Knowledge in daily lessons Implement at least two level four activities to demonstrate students higher level of critical thinking 	<p>Nov. Jan.</p>	<p>Teachers, Principal</p>	<p>Depth of Knowledge chart www.cord.org/uploadedfiles/NCP_N09P_Chambers.pdf www.intime.uni.edu/model/teacher/teac2.html</p>	<p>Nov. Depth of Knowledge Review in each content area. Jan – May – PBL Each class will have one assessment activity that demonstrates level 4 learning.</p>	<p>NB</p>

* 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: 100% of the staff will train and develop a comprehensive PBiS system that meets the needs for all students to increase their attendance, behavior and classroom performance at school.

Root Cause(s) Addressed: If we have a comprehensive PBiS system in place at FHS, we would increase our attendance and graduation rate and decrease truancy and drop out rates.

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)
Implemented an Affective Character Strengths Assessment to measure students character Implement Affective Characteristic attributes	Sept. Jan May	PBiS Team, staff, principal	CSU Psych Dept. Asset Building	Oct Review data and plan implementation of new skills. Jan – May – Collect data on progress of implementation of PBiS	In Progress
Implement our CHOICE (Curiosity, Hardworking, Optimistic, Integrity, Caring, Engaged) Expectation.	Oct. – May	PBiS team, Staff	Dist. PBiS coordinator, www.pbis.org	Attendance Check every hexter, Grades every hexter	

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)