

**ADAMS 12 Five Star Schools**

**Accountability Plan**



**2010- 2011**

**LEGACY HIGH SCHOOL**

# SCHOOL GOALS AND IMPLEMENTATION PLAN 2010-2011

## Attendance Rate Data:

| 07-08  | 08-09  | 09-10 |
|--------|--------|-------|
| 94.49% | 95.85% | 94.30 |

## 10-11 Attendance Goal:

Legacy High School's attendance will meet or exceed 94.50%.

### Attainment Plan:

- Legacy High School is a modified closed campus. As part of the privilege process, sophomores, juniors, and seniors with 5 or more credits may leave campus during lunch.
- Official documentation is required for any period absence during the school day to be marked as an authorized absence.
- Official documentation is required for students once they exceed five absences in a semester.
- An auto dialer system will be used to contact parents/guardians of all students who have an unauthorized absence during the day. Two calls are made – once during the school day and again in the evening.
- The attendance policy will be followed by staff. (See handbook.)
- New tardy policy will aid students getting to class on time and will increase accountability in this area.
- The reworking of the supervision schedule allows for more teachers in the halls to help get students to class.
- Automated attendance email will be sent once per quarter to those students who accumulate four or more absences in one class in a month or 10 in a year.
- Teachers will call home if a student's academic progress is adversely affected by their attendance. (Policy)
- Attendance data will be monitored on a quarterly basis by the assistant principal responsible for the attendance/discipline office.
- Administration addresses attendance during Intervention calls.
- The school newsletter will contain information for parents on how to access Infinite Campus, a system which allows parents to monitor daily attendance.
- Students who have three or fewer absences in all their classes in a semester will have the opportunity to receive incentives as seen fit by the Dean's Office.

**Graduation Rate Data:**

| <b>07-08</b> | <b>08-09</b> | <b>09-10</b> |
|--------------|--------------|--------------|
| <b>85.8%</b> | <b>85.8%</b> | <b>84.7%</b> |

**10-11 Graduation Goal:**

Legacy High School's graduation rate will meet or exceed 87%.

**Attainment Plan:**

- EXPLORE, PLAN, ACT, and other assessment data will be used by counselors in discussion with students as they explore post-secondary options.
- Students will be encouraged to join clubs, sports, or any extra-curricular activity.
- Counselors reviewed all senior transcripts prior to August 2010, as a means of monitoring progress and identifying credit concerns prior to August student check-in.
- Counselors will check progress of seniors on a quarterly basis to monitor progress towards graduation.
- Individual meetings will be scheduled with students and/or parents/guardians when two or more F's are earned. A detailed summer school, night school, or online credit recovery program will be provided.
- Counselors will continue to meet with seniors if they indicate "no plans" beyond high school.
- Counselors will consult with teachers regarding students who are at risk of not graduating.
- Junior Seminars for 11th graders will be held in March to review progress, transcripts, and course request for the senior year.
- For 11th graders who are off-track to graduate, a letter will be sent home in June to the parents/guardians and the student, requesting they schedule an appointment with a counselor to look at available options.

**ACT Data: (High Schools Only)**

|                        | <b>07-08</b> | <b>08-09</b> | <b>09-10</b> |
|------------------------|--------------|--------------|--------------|
| <b>Reading</b>         | <b>21.4</b>  | <b>21.0</b>  | <b>21.1</b>  |
| <b>English</b>         | <b>21.0</b>  | <b>20.7</b>  | <b>21.0</b>  |
| <b>Math</b>            | <b>21.0</b>  | <b>20.6</b>  | <b>20.7</b>  |
| <b>Science</b>         | <b>21.7</b>  | <b>21.0</b>  | <b>21.3</b>  |
| <b>Composite Score</b> | <b>21.4</b>  | <b>20.9</b>  | <b>21.1</b>  |

## **2011 ACT Goal:**

### **Reading:**

- Increase score by .5 to 21.6

### **English:**

- Increase score by .5 to 21.5

### **Math:**

- Increase score by .5 to 21.2

### **Science:**

- Increase score by .5 to 21.8

## Attainment Plan:

- Reading
  - Ninth grade students identified as needing tier 3 (RtI) reading intervention (two or more years below grade level) will be placed in the Reading-American Studies (AS) core.
  - Tenth grade students identified as needing tier 3 (RtI) reading intervention (two or more years below grade level) will be placed in the Reading-World Studies (WS) core.
  - Ninth grade students identified as needing tier 2 (RtI) reading intervention (reading below proficient to two years below grade level) will be placed in Accelerated Reading I.
  - Tenth grade students identified as needing tier 2 (RtI) reading intervention (reading below proficient to two years below grade level) will be placed in Accelerated Reading II.
  - Eleventh grade students identified as needing tier 3 (RtI) reading intervention (two or more years below grade level) will be placed in an 11<sup>th</sup> grade Literature/Composition class taught by a reading teacher.
  - Twelfth grade students identified as needing tier 3 (RtI) reading intervention (two or more years below grade level) will be placed in a 12<sup>th</sup> grade Literature/Composition class taught by a reading teacher.
  - Junior level literature and composition teachers will utilize ACT strategies and materials including non-fiction materials, in their classes on a regular basis so that students will practice close reading strategies.
  - Junior level teachers will analyze reading scores from 2008/2009/2010 ACT, Explore, and PLAN data by 9<sup>th</sup> and 10<sup>th</sup> grade cohorts to implement needed reading strategies at the junior level.
  - Teachers will use CSAP data and sophomore writing assessment data to formulate writing needs, such as extended writing and constructed response.
  - Teachers will add non-fiction reading selections to all junior-level classes such as government, economics, and physics.
  - Teachers will utilize graphic organizers to assist students in the reading process.

- English
  - Junior level literature and composition classes will focus on the integration of grammar and mechanics skills in an ACT format.
  - Junior level literature and composition classes include the requirement that standards-required writings must be written to proficiency.
  - Teachers will use information from the Alignment and Challenge Audit provided by the Center for Educational Policy Research to identify strengths and weaknesses of course offerings.
  
- Math
  - The number of students enrolled in upper-level math classes will increase.
  - Direct instruction on ACT test-taking strategies will occur.
  - Teachers will incorporate ACT practice as warm-up questions in Contemporary Math III, Contemporary Math IV, AP Calculus, and AP Statistics.
  - Teachers will review previous ACT math tests as common course teams to analyze types of questions asked.
  - Teachers will review ACT math practice test data in Mastery Manager to inform instruction.
  - Teachers will be available during Intervention to support students.
  - Explore options for Saturday discipline-based ACT classes.
  
- Science
  - ACT strategies will be applied to all of the following classes:
    - Aeronautics
    - CP Anatomy
    - CP Physics
    - Earth Science
    - Environmental Science
  - Four or more ACT question sets will be embedded into classroom assessments.
  - A 50-minute ACT test taking strategy PowerPoint will be shown.
  - Teachers will encourage ACT preparation classes.
  - Teachers will imbed more analysis of graphs, charts, and text into assignments and assessments.
  - Students will be encouraged to take AP science courses.

**2009-2010 Safe School Goals:**

**Goal #1**

LHS drug/alcohol referrals will be reduced by 3% during the 2009 – 2010 school year.

Result: Goal was achieved. (See Drug and alcohol discipline referral historical data table below).

**Goal #2**

**Results from the Legacy High School 2010 Spring Parent Survey will indicate 95% of parents believe Legacy High School provides a safe environment for students.**

Result: The Legacy High School 2010 Spring Parent Survey indicated 90% of parents believe Legacy High School provides a safe environment for students.

**2010-2011 Safe School Goal:**

Legacy High School drug/alcohol referrals will be reduced by 3% during the 2010-2011 school year.

Drug and alcohol discipline referral historical data:

| Offense<br>(enrollment<br>roughly the<br>same-<br>within 100<br>students) | 06/07 | 07/08 | 08/09 | 09/10 |
|---|-------|-------|-------|-------|
| Alcohol<br>Suspensions  | 23    | 29    | 12    | 7     |
| Drug<br>Suspensions   | 30    | 43    | 45    | 43    |

Attainment Plan:

- Through Dean round-tables, staff will be provided an educational opportunity to learn recognition of various forms of drugs, alcohol, paraphernalia, their effects, and symptoms of use.
- Streamline the referral process from teacher to Dean's office after recognition.

- Interventions/Consequences:
  - Alternative to Expulsion (Adams 12)
  - Alternative to Suspension – counselor-lead intervention
  - Behavior Intervention Plans and Remedial Discipline Plans (used after every two-day suspension)
  - Breathalyzer
  - Consistently applied discipline, attendance, parking, computer, and Intervention Matrixes (range: conference, warning, contracts, loss of privileges, work detail, ASD, ATS, 1-4 days suspension, ATE, Expulsion)
  - Dean, Counselor visits to all 9<sup>th</sup> grade classrooms – 2<sup>nd</sup> week of school
  - Learning Modules (in lieu of suspension)
  - Consistently monitored camera security system
  - PBS rewards and awards
  - Red Ribbon Week activities (concentration: Homecoming, Prom)
  - Required Health class and state approved curriculum
  - Resources for parents, students and staff
  - Safe to Tell/Crimestoppers numbers, poster, email, text
  - School Resource officer - education liaison
  - School-wide handbook, rules and policies review
  - Threat Assessment training and procedures
  - More visits by K9 units as planned through the District Safety Department
  - Yearly and up-to-date drug and alcohol trainings -- Campus Security Officers, Health Aide, Deans of Students and Assistant Principal in charge of Discipline/Attendance

**2009-2010 Trait Goal:**

Creative: A student who uses innovative approaches that demonstrate problem solving and original thinking.

Goal: 87% of all students will earn a 3 or 4 on the Creative Trait.

- 4 = Always
- 3 = Usually/Often
- 2 = Sometimes
- 1 = Seldom/Never

Result: 87% of all students earned a 3 or 4 on the Creative Trait.

**2010-2011 Trait Goal:**

Ethical: The student displays respect, integrity, and trustworthiness.

Goal: 85% of all students will earn a 3 or 4 on the Ethical Trait.

4 = Always

3 = Usually/Often

2 = Sometimes

1 = Seldom/Never

Attainment Plan:

Staff will:

- Educate students on ethical topics such as plagiarism, respect, and integrity.
- Provide students with the opportunity to demonstrate ethical behavior relating to classroom activities, assignments, and assessments.
- Monitor student ethical behavior relating to classroom activities, assignments, and assessments.
- Monitor plagiarism referrals.
- Encourage ethical behavior both inside and outside the classroom setting.
- Report on the above trait at the end of every grading period.



## CSAP Achievement

### READING

#### % of Students Proficient & Advanced on CSAP

| Grade | 07-08<br>Results | 08-09<br>Results | 09-10<br>Goal | 09-10<br>Results | 10-11<br>Goal |
|-------|------------------|------------------|---------------|------------------|---------------|
| 9     | 81%              | 82%              | 85%           | 83%              | 88%           |
| 10    | 75%              | 83%              | 86%           | 82%              | 90%           |

#### **2009-2010 DATA ANALYSIS**

##### 9<sup>th</sup> Grade

- Goal to decrease the discrepancy between at-risk students and all students scoring p/adv from 21% to 14% for this cohort group. Result: Discrepancy is 18%
- Goal of 60% special education students scoring pp/p/adv for this cohort group. Cohort group scored 56%. Result: 67% scored pp/p/adv.
- Goal to decrease the discrepancy between English Language Learners and all students scoring p/adv from 79% to 75% for this cohort group. Result: Discrepancy is 64%.

##### 10<sup>th</sup> Grade

- Goal of 60% special education students scoring pp/p/adv for this cohort group. Cohort group scored 56%. Result: 37% scored pp/p/adv.
- Goal to decrease the discrepancy between English Language Learners and all students scoring p/adv from 42% to 38% for this cohort group. Result: Discrepancy is 69%.

#### **TARGETS FOR THE 2010-11 SCHOOL YEAR**

##### 9<sup>th</sup> Grade

- Goal to decrease the discrepancy between at-risk students and all students scoring p/adv from 28% to 20%.
- Goal of 50% of special education students scoring pp/p/adv for this cohort group.
- Goal to decrease the discrepancy between English Language Learners and all students scoring p/adv from 52% to 45%.

10<sup>th</sup> Grade

- Goal of 70% of special education students scoring pp/p/adv for this cohort group.
- Goal to decrease the discrepancy between English Language Learners and all students scoring p/adv from 64% to 60%.

## READING IMPROVEMENT PLAN

| STRATEGIES   | TIMELINE   | RESOURCES NEEDED  |
|--|------------|---|
| English teachers will use 2010 CSAP item maps, data of students' scores, and released items to identify strengths and weaknesses in the curriculum. Areas of focus will include constructed response, vocabulary, and grammar. | August     | CSAP item maps<br>Released items<br>Student CSAP data<br>Depth of Knowledge levels  |
| Common course teams will analyze results from common unit assessments and monitor the discrepancy between Hispanic students and all students. Teachers will research strategies on how to decrease this discrepancy.           | Ongoing    | Teacher time<br>Professional development<br>Mastery Manager<br>Targeted Intervention first three weeks of the grading period. |
| Common Course Teams will meet as scheduled to discuss student progress towards meeting goals, analyze formative and summative assessment data, and share ideas based on best practice.   | Ongoing    | Common Course teams<br>Best practice information<br>Early Release scheduled weekly  |
| Common course teams will consult with the ELL teacher to implement SIOP strategies for English language learners.  | Ongoing    | ELL teacher / planning time<br>SIOP information / lesson planning rubric<br>All teachers are trained in SIOP strategies.      |
| Data discussions will take place with teachers based on the results of last year's ACT, CSAP, EXPLORE, and PLAN scores.  | Aug./Sept. | Data provided by Assessment and School Effectiveness Dept.  |

|  |           |   |
|--|-----------|---|
| Teachers will review students' IEPs, 504 Plans, and "Student Literacy Profile"—for LAP students (prepared by Reading Teachers).      | Ongoing   | IEPs<br>504 Plans<br>LAP Plans  |
| 9 <sup>th</sup> grade EXPLORE test results will be compared to previous years' 9 <sup>th</sup> grade results as well as cohort data. | Jan./Feb. | EXPLORE data 2008<br>EXPLORE data 2009<br>EXPLORE data 2010   |
| 10 <sup>th</sup> grade PLAN test results will be compared to previous years' 10 <sup>th</sup> grade results as well as cohort data.  | Jan./Feb. | PLAN data 2008<br>PLAN data 2009<br>PLAN data 2010  |
| Ninth grade students identified as needing tier 3 (RtI) reading intervention will be placed in the Reading-AS core.                  | August    | Test Scores<br>8 <sup>th</sup> and 9 <sup>th</sup> Grade reading CSAP<br>9 <sup>th</sup> grade SRI- At Risk to Basic 2 levels<br>BRI- more than 2 years below grade level<br>All LAP identified students<br>Teacher feedback<br>Content area Grades |
| Ninth grade students identified as needing tier 2 (RtI) reading intervention will be placed in Accelerated Reading I.                | August    | 8 <sup>th</sup> and 9 <sup>th</sup> Grade reading CSAP<br>9 <sup>th</sup> grade SRI- Basic 3 to low proficient level<br>BRI- 1 to 2 years below grade level<br>Teacher feedback<br>Content area Grades  |
| Tenth grade students identified as needing tier 3 (RtI) reading intervention will be placed in the Reading-WS core.                  | August    | Test Scores<br>9 <sup>th</sup> Grade reading CSAP<br>9 <sup>th</sup> grade EXPLORE reading scores<br>9 <sup>th</sup> grade SRI- At Risk to Basic I levels<br>BRI- more than 2 years below grade level<br>All LAP identified students                |

|   |              |  |
|---|--------------|--|
| Tenth grade students identified as needing tier 2 (RtI) reading intervention will be placed in Accelerated Reading II.  |              | 9 <sup>th</sup> & Grade reading CSAP<br>9 <sup>th</sup> grade SRI- Basic 3 to low proficient level<br>9 <sup>th</sup> grade EXPLORE scores<br>BRI- 1 to 2 years below grade level<br>Teacher feedback<br>Content area Grades                         |
| Eleventh grade students identified as needing tier 3 (RtI) reading intervention will be placed in an 11 <sup>th</sup> grade Reading/Literature class taught by a reading teacher. | August       | Test scores<br>10 <sup>th</sup> Grade reading CSAP<br>10 grade SRI- At Risk to Basic 2 levels<br>10 <sup>th</sup> grade PLAN reading score<br>BRI- more than 2 years below grade level<br>All LAP identified students<br>Teacher feedback and grades |
| Twelfth grade students identified as needing tier 3 (RtI) reading intervention will be placed in a 12 <sup>th</sup> grade Reading/Literature class taught by a reading teacher.   | August       | Test scores<br>ACT reading scores<br>11 <sup>th</sup> grade SRI- At Risk to Basic 2 levels<br>BRI- more than 2 years below grade level<br>All LAP identified students<br>Teacher feedback and grades   |
| Classroom teachers will collaborate with teacher-librarians to promote Information Literacy Skills.   | Ongoing      | Shelfari.com Access<br>Photostory Program<br>Database resources<br>Animoto<br>Glogster   |
| 12 <sup>th</sup> grade students will read nonfiction books in conjunction with their Capstone topics. They will report to class and utilize materials in Capstone research.       | Semester one | Library<br>Recommendations from staff  |
| The senior team will develop a common expectation and evaluation of presentation of nonfiction readings required for Capstone research.   | Semester one | Rubric   |

|  |  |   |
|--|--|---|
| Teachers will provide year-long instruction and individual testing for students with a LAP (Literacy Achievement Plan).  | Ongoing                                  | BRI book<br>SRI<br>Staffing for testing time  |
| Teachers will provide direct and strategic reading skills instruction.   | Ongoing                                  | Great Source--Reading Handbook<br>Strategic Skills: Main Idea, Supporting Details, Inference, Making Judgments, Conclusions, Vocabulary, Understanding Literary forms, Understanding Character, Understanding Tone, Understanding Organization. |
| Teachers will help students to increase reading fluency through the Jamestown Reading books for students enrolled in all Reading Cores and classes.<br>Teachers will increase metacognition of reading process through the Readers Handbooks for students enrolled in all Reading Cores and classes. | Throughout each semester/year-long class | Jamestown Reading: Fluency Reader books<br>Computers in classroom/Speed Reader<br><br>Great Source—Readers Handbooks and supplemental materials.  |
| English teachers will utilize graphic organizers with all 9 <sup>th</sup> and 10 <sup>th</sup> grade students.   | Ongoing                                  | Provide teachers with graphic organizer templates   |
| Teachers will instruct all students in the application of active reading strategies in all English classes.  | Ongoing                                  | Reading strategies packet<br>Reading booklets for content area teachers<br>Professional Development time  |
| Teachers will provide direct vocabulary instruction and activities.  | Ongoing                                  | Vocabulary lists  |
| LMC teacher librarians will continue to solicit input from students and staff for selection of reading materials. The LMC will be accessible, visually appealing, and well-stocked with a variety of media available for all users.  | Ongoing                                  | Referrals/recommendations from staff and students<br>Review of trade magazines, young adult literature, best sellers, etc.  |

|   |            |  |
|---|------------|--|
| Reading as a self-selected activity will be promoted and celebrated.  | Ongoing    | READ posters, Banned book week, Teen Read Week, Poetry Cafés, Shelfari etc.  |
| Special Education teachers will continue to use Multi-Sensory strategies for improving reading comprehension, vocabulary development, phonemic awareness, and graphic organizer usage and for increasing reading fluency.           | Ongoing    | Language! Training<br>Multi-Sensory training<br>Curriculum materials and supplies  |
| Special Education teachers will monitor student growth toward academic independence through individual student goals and benchmarks and will assist teachers in implementing accommodations and modifications for student learning. | Ongoing    | Updated IEPs<br>Learning Lab<br>Assessment data from classroom teachers  |
| Common course teams will consult with the ELL teacher to implement SIOP strategies for English language learners.   | Ongoing    | ELL teacher / planning time<br>SIOP information / lesson planning rubric<br>All teachers are trained in SIOP strategies. |
| All teachers will receive Advanced ELL training.  | Sept./Feb. | Online training course<br>Facilitator for two three-hour staff workshops   |

## Benchmark Measures

| Measure  | Timeline  | Goal for Student Progress                    |
|--|-----------|--|
| Interpretive Reading subtest of the American Studies skills assessment | Quarter 1 | 70% of the students will score 70% or above. |
| Interpretive Reading subtest of the American Studies skills assessment | Quarter 2 | 75% of the students will score 70% or above. |
| Interpretive Reading subtest of the American Studies skills assessment | Quarter 3 | 80% of the students will score 70% or above. |

|  |   |   |
|--|---|---|
| Interpretive Reading subtest of the American Studies skills assessment   | Quarter 4   | 85% of the students will score 70% or above.  |
| Reading subtest of the World Studies skills assessment   | Quarter 1   | 70% of 10 <sup>th</sup> grade students will score 60% or above on the reading subtest of the World Studies skills assessment.   |
| Reading subtest of the World Studies skills assessment   | Quarter 2   | 75% of 10 <sup>th</sup> grade students will score 60% or above on the reading subtest of the World Studies skills assessment.   |
| Reading subtest of the World Studies skills assessment   | Quarter 4   | 80% of 10 <sup>th</sup> grade students will score 60% or above on the reading subtest of the World Studies skills assessment.   |
| Fluency rate in Accelerated Reading I & II, Reading AS core, Reading WS core , Reading-Literature classes.             | Quarter 4 - year-long classes<br>Quarter 1 & 3 –semester long                         | All of students enrolled in Accelerated Reading I & II will increase their fluency rate by at least 25 words per minutes.   |
| Common course assessment in Accelerated Reading I & II, Reading AS Core, Reading WS Core , Reading-Literature classes. | Quarter 2-4 year-long classes<br>Quarter 1 –semester long<br>Quarter 3 –semester long | 80% of 9 <sup>th</sup> , 10 <sup>th</sup> & 11 <sup>th</sup> students will score 60% in all Reading Cores and classes will score proficient or advanced on one common course assessment.<br>Critical Readers pre-, mid-, and post-tests   |
| SRI (Scholastic Reading Inventory)   | Semester 1 - year-long classes  | All students enrolled in Accelerated Reading I, II, and AS/WS Reading Cores who are reading at the below grade - at-risk level on the SRI will improve by 150 lexile points by the end of the quarter. Those reading at the Basic 1 level will improve by 50 lexile points by the end of quarter and those reading at the Basic 2 and low-proficient level will improve by 25 points. |

|   |           |  |
|---|-----------|--|
| Reading subtest of the Junior Skills Assessment               | Quarter 2 | 40% of 11 <sup>th</sup> grade students will score 60% or above on the reading subtest. |
| Reading subtest of the Junior Skills Assessment               | Quarter 3 | 50% of 11 <sup>th</sup> grade students will score 60% or above on the reading subtest. |
| 12 <sup>th</sup> grade Capstone non-fiction book presentation | Quarter 2 | 80% of students will score proficient or better based on a common rubric.              |



## CSAP Achievement

### WRITING

#### % of Students Proficient & Advanced on CSAP

| Grade | 07-08 Results | 08-09 Results | 09-10 Goal | 09-10 Results | 10-11 Goal |
|-------|---------------|---------------|------------|---------------|------------|
| 9     | 61%           | 66%           | 70%        | 68%           | 74%        |
| 10    | 55%           | 63%           | 67%        | 62%           | 71%        |

#### 2009-2010 DATA ANALYSIS

##### 9<sup>th</sup> Grade

- Goal to decrease the discrepancy between Hispanic and all students scoring p/adv from 19% to 14% for this cohort group. Result: Discrepancy is 17%.
- Goal to decrease the discrepancy between at-risk and all students scoring p/adv from 27% to 22% for this cohort group. Result: Discrepancy is 27%.
- Goal to decrease the discrepancy between English Language Learners and all students scoring p/adv from 68% to 63% for this cohort group. Result: Discrepancy is 68%.
- Goal of 90% special education students scoring pp/p/adv for this cohort group. Cohort group scored 85%. Result: 76% scored pp/p/adv.

##### 10<sup>th</sup> Grade

- Goal to decrease the discrepancy between Hispanic and all students scoring p/adv from 28% to 23% for this cohort group. Result: Discrepancy is 30%.
- Goal to decrease the discrepancy between at-risk and all students scoring p/adv from 31% to 26% for this cohort group. Result: Discrepancy is 33%.
- Goal of 85% of special education students scoring pp/p/adv for this cohort group. Cohort group scored 81%. Result: 41% scored pp/p/adv.

## TARGETS FOR THE 2010-11 SCHOOL YEAR

### 9<sup>th</sup> Grade

- Goal to decrease the discrepancy between Hispanic and all students scoring p/adv from 22% to 17%.
- Goal to decrease the discrepancy between at-risk students and all students scoring p/adv from 28% to 23%.
- Goal to decrease the discrepancy between English Language Learners and all students scoring p/adv from 65% to 60%.
- Goal of 85% of special education students scoring pp/p/adv for this cohort group.

### 10<sup>th</sup> Grade

- Goal to decrease the discrepancy between Hispanic and all students scoring p/adv from 17% to 10%.
- Goal to decrease the discrepancy between at-risk students and all students scoring p/adv from 27% to 20%.
- Goal of 80% of special education students scoring pp/p/adv for this cohort group.

## WRITING IMPROVEMENT PLAN

| STRATEGIES   | TIMELINE | RESOURCES NEEDED  |
|--|----------|---|
| Teachers will use 2008 CSAP item maps, data of student scores, and released items to identify strengths and weaknesses in the curriculum. Areas of focus will be constructed response answers, grammar, and paragraph writing.                     | Sept.    | CSAP item maps<br>Released items<br>Student CSAP data       |
| Common course teams will analyze results from common unit assessments and monitor the discrepancy between Hispanic students and all students. Teachers will share specific research-based strategies suggesting ways to decrease this discrepancy. | Ongoing  | Teacher time<br>Professional development<br>Mastery Manager |
| Data discussions will take place with teachers based on the results of last year's EXPLORE, PLAN, CSAP, and ACT scores.  | Sept.    | Data provided by Assessment and School Effectiveness Dept.  |

|  |              |  |
|--|--------------|--|
| 9 <sup>th</sup> grade EXPLORE test results will be compared to previous years' 8 <sup>th</sup> grade results (cohort data).  | Mar.         | EXPLORE data 2008<br>EXPLORE data 2009<br>EXPLORE data 2010  |
| Common Course Teams will meet weekly or bi-monthly to discuss student progress towards meeting goals, analyze formative and summative assessment data, and share ideas based on best practice. | Ongoing      | Common Course teams<br>Planning time<br>Best practice resources  |
| Teachers will use the constructed response writing poster during writing instruction.  | Ongoing      | Posters in classrooms  |
| Teachers will incorporate a fall and a spring common writing assessment in the 9 <sup>th</sup> grade classes.  | Semester     | Common topics<br>Benchmarked grading   |
| Teachers will provide ongoing instruction in grammar skills.   | Ongoing      | Grammar books<br>MUGS<br>GWAGs<br>Sentence combining<br>Writer's Inc.<br>Mechanically Inclined<br>Voice Lessons                                |
| The writing process of prewriting, drafting, revising, editing, and publishing will be taught and reinforced throughout all English classes.   | Ongoing      | Information on best practices in writing instruction<br>Professional Development time  |
| Teachers will incorporate interactive writing activities as well as independent writing activities.  | Ongoing      | Information and training on best practices in the teaching of writing<br>Professional Development time   |
| Teachers will create a Turnitin.com account and utilize its various features and capabilities.   | Sept. / Oct. | Turnitin.com account<br>Peer Review and Grademark training by teachers who are currently using these features<br>Professional Development time |

|  |                                  |   |
|--|----------------------------------|---|
| Common course teams will benchmark essays to ensure grader inter-reliability.  | Ongoing                          | Rubrics<br>Early Release and Professional Development time  |
| Teachers will incorporate the use of rubrics to assess progress, guide instruction, and provide feedback to students.  | Ongoing                          | Knowledge of rubrics<br>Best practice information   |
| Teachers will use rubrics to identify expected levels of proficiency in writing assignments.   | Ongoing                          | Department and district rubrics   |
| 12 <sup>th</sup> grade students will complete a survey focused on their experience with junior research papers. This information can then be used as baseline information for instruction based on student need. | First quarter                    | Team-created survey   |
| 12 <sup>th</sup> grade teachers will benchmark proposal letters so that all students are held to the same proficiency standards.   | First quarter                    | Rubrics<br>Early release time   |
| 12 <sup>th</sup> grade teachers will instruct students in note-taking strategies using a list of accepted strategies.  | First semester                   | Examples of accepted note-taking strategies   |
| Senior team teachers will benchmark senior research papers twice during the year for standards of proficiency. AP classes will benchmark during second quarter and others at the end of third quarter.           | Second quarter and third quarter | Rubrics<br>Early release time   |
| Establish a common format for writing the Capstone logs and a common rubric for those logs.  | Ongoing                          | Rubrics<br>Early release time   |
| Establish a common vocabulary for the process of writing a research paper. This common vocabulary will be utilized in team discussion and class instruction.   | Ongoing                          | Early release time<br>Current reference materials on research writing including information gained from the College Knowledge audit |

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| All teachers will receive Advanced ELL training. | Sept./Feb. | Online course<br>Facilitator for two three-hour staff workshops. |
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## Benchmark Measures

| Measure   | Timeline  | Goal for Student Progress   |
|---|-----------|---|
| Scores of Hispanic and male students will be analyzed throughout the year on all assessments. | Year      | To reduce the discrepancies between these groups and all students. Baseline data from internal assessments will be created. |
| Grammar subtest of the American Studies skills assessment                                     | Quarter 2 | 70% of 9 <sup>th</sup> grade students will score 70% or above.  |
| Grammar subtest of the American Studies skills assessment                                     | Quarter 4 | 80% of 9 <sup>th</sup> grade students will score 70% or above.  |
| American Studies writing assessment   | Quarter 2 | 60% of 9 <sup>th</sup> grade students will score proficient or above.   |
| American Studies writing assessment   | Quarter 4 | 80% of 9 <sup>th</sup> grade students will score proficient or above.   |
| Grammar (punctuation) subtest of the World Studies skills assessment                          | Quarter 1 | 70% of 10 <sup>th</sup> grade students will score 60% or above.   |
| Grammar (agreement) subtest of the World Studies skills assessment                            | Quarter 2 | 75% of 10 <sup>th</sup> grade students will score 60% or above.   |
| Grammar subtest of the World Studies skills assessment  | Quarter 4 | 80% of 10 <sup>th</sup> grade students will score 60% or above.   |

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| World Studies Fall writing assessment  | Quarter 1  | 70% of 10 <sup>th</sup> grade students will score at grade level or above.   |
| World Studies Winter writing assessment  | Quarter 2  | 75% of 10 <sup>th</sup> grade students will score at grade level or above.   |
| World Studies Spring writing assessment  | Quarter 4  | 80% of 10 <sup>th</sup> grade students will score at grade level or above.   |
| Junior Level classes :<br>--Literary Analysis<br>--Researched Persuasive Essay | One of these types will be benchmarked each semester | 80% of 11 <sup>th</sup> grade students will score at the proficient level—80%-- on the 4 trait rubric on these two papers. |
| English subtest of the Junior Level Skills assessment                          | Quarter 2  | 40% of 11 <sup>th</sup> grade students will score 60% or above.  |
| English subtest of the Junior Level Skills assessment                          | Quarter 3  | 50% of 11 <sup>th</sup> grade students will score 60% or above.  |
| Capstone proposal letters  | Quarter 1  | 90 % of students will be approved and accepted by a committee composed of English teachers.                                |
| Capstone research paper  | Quarter 3  | 90% of students will score proficient or above using a common rubric.  |
| Capstone presentation  | Quarter 4  | 90% of students will earn acceptable or better marks from the community panel.   |

## CSAP Achievement

### MATH

#### % of Students Proficient & Advanced on CSAP

| Grade | 07-08<br>Results | 08-09<br>Results | 09-10<br>Goal | 09-10<br>Results | 10-11<br>Goal |
|-------|------------------|------------------|---------------|------------------|---------------|
| 9     | 53%              | 55%              | 60%           | 65%              | 68%           |
| 10    | 33%              | 41%              | 50%           | 43%              | 55%           |

#### 2009-2010 DATA ANALYSIS

##### 9<sup>th</sup> Grade

- 88% of all students at grade level. Result: 93% at grade level.
- 60% of all students p/adv. Result: 65% p/adv.
- 47% of At-Risk students p/adv (maintain the level for this cohort). Result: 46% p/adv.
- 54% of Hispanic students p/adv (maintain the level for this cohort). Result: 54% p/adv.

##### 10<sup>th</sup> Grade

- 88% of all students at grade level. Result: 93% at grade level.
- 50% of all students p/adv. Result: 43% p/adv.
- 31% of At-Risk students p/adv (maintain the level for this cohort). Result: 19% p/adv.
- 32% of Hispanic students p/adv (maintain the level for this cohort). Result: 23% p/adv.

#### TARGETS FOR THE 2010-11 SCHOOL YEAR

##### 9<sup>th</sup> Grade

- 68% of all students p/adv (non-cohort).
- 40% of At-Risk students p/adv. (A 3% increase for the cohort.)
- 50% of Hispanic students p/adv. (A 6% increase for the cohort.)

10<sup>th</sup> Grade

- 55% of all students p/adv (non-cohort).
- 46% of At-Risk students p/adv. (Maintain the level for this cohort.)
- 54 % of Hispanic students p/adv. (Maintain the level for this cohort.)

## MATH IMPROVEMENT PLAN

| STRATEGIES   | TIMELINE   | RESOURCES NEEDED   |
|--|------------|--|
| Data discussions will take place with teachers based on the results of previous year's ACT, CSAP, EXPLORE, and PLAN scores.  | Aug./Sept. | Data provided by Assessment Center and School Effectiveness and Accountability Dept. |
| Math department Common Course Teams will compare department common assessments with CSAP released items, looking at Depth of Knowledge levels.                             | Ongoing    | Depth of Knowledge levels<br>CSAP released Items                                     |
| Math teachers will use 2010 CSAP item maps, data of student's scores, and released items to identify strengths and weaknesses in the curriculum.                           | Sept.      | CSAP item maps<br>Student CSAP data  |
| Math department will increase the number of teachers trained in ELL strategies.  | Ongoing    | District ELL training or equivalent  |
| School guidelines require students who enter Legacy at the Contemporary Math I level to take both Contemporary Math I and Contemporary Math II during their freshman year. | Ongoing    | 9 <sup>th</sup> grade incoming student data<br>Increase in staffing                  |
| Math teachers will utilize SMART Board technology to enhance instruction.  | Ongoing    | SMART Board professional development<br>Technology support                           |



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| Contemporary Math I, Contemporary Math II, and Contemporary Math III classes will utilize Document cameras to display student work on constructed response questions; demonstrating examples of proficient or advanced work. | Ongoing   | Document cameras<br>Constructed response questions<br>CSAP Rubrics  |
| Common grading policies and expectations will continue to be monitored in Contemporary Math I, Contemporary Math II, and Contemporary Math III.  | Sept.     | Best practice resources<br>McREL strategies   |
| Math teachers will analyze results from common unit assessments and monitor the discrepancy between At-Risk and All students. Teachers will share strategies on how to decrease this discrepancy.                            | Ongoing   | Teacher time<br>Professional Development<br>Mastery Manager   |
| Math teachers will analyze results from common unit assessments and monitor the discrepancy between Hispanic and Caucasian students. Teachers will share strategies on how to decrease this discrepancy.                     | Ongoing   | Teacher time<br>Professional Development<br>Mastery Manager   |
| 9 <sup>th</sup> grade EXPLORE test scores will be compared to that cohort group's 8 <sup>th</sup> grade EXPLORE test scores.   | Jan./Feb. | 8 <sup>th</sup> EXPLORE data 2009<br>9 <sup>th</sup> EXPLORE data 2010  |
| 10 <sup>th</sup> grade PLAN results will be compared to that cohort group's 9 <sup>th</sup> grade EXPLORE test scores.   | Jan./Feb. | 9 <sup>th</sup> EXPLORE data 2009<br>10 <sup>th</sup> PLAN data 2010  |
| Contemporary Math I, II & III teachers will give all common summative assessments.   | Ongoing   | Protocol for collecting and sharing data<br>Course team planning time<br>Staff development on creating common assessments |
| Common Course Teams will meet regularly to discuss student progress towards meeting goals, analyze assessment data, and share ideas based on best practice.  | Ongoing   | Common Course teams<br>Planning time<br>Best practice resources<br>Mastery Manager  |

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| Foundations of Math I and II classes will be team taught with a Special Education and Math teacher for Special Education students.                             | Ongoing | Assessment information from teachers<br>Professional Development                      |
| Voyager Math class will be taught by a Special Education teacher for Special Education students using the Everyday Math Curriculum.                            | Ongoing | Assessment information from teachers<br>Everyday Math Curriculum assessments          |
| Foundations of Math teachers will utilize a transition exam for placing and moving students in Voyager, Foundations, or CMIC 1.                                | Ongoing | Tests created by Math/Special Education teachers                                      |
| Vertical and horizontal articulation with feeder schools will take place regarding curriculum alignment and expectations.                                      | Ongoing | Middle school curriculum reps<br>Middle School and High School curriculum frameworks  |
| Basic Skills tests will be developed and piloted at Contemporary Math I, II, and III levels with the intention that identify skills for in-course remediation. | Ongoing | Course Essential Outcomes<br>District Curriculum Framework                            |
| Data discussions will take place with teachers based on the results of last year's scores.   | Aug.    | Data from Assessment and School Effectiveness Dept.                                   |
| Teachers will include constructed response and multiple choice questions in class work and assessments.  | Ongoing | CSAP released items<br>Common Course teams<br>CSAP rubrics<br>Rubric grading training |
| Teachers will engage students in mathematical dialog in order to identify, verify, and practice different problem solving strategies.                          | Ongoing | Best practice resources<br>CSAP practice items<br>ACT practice items                  |
| Teachers will incorporate graphing calculators into classroom instruction.   | Ongoing | Classroom calculator sets<br>Graphics calculator view screens                         |

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| Teachers will utilize active reading strategies in all Contemporary Math I, Contemporary Math II, and Contemporary Math III classes.   | Ongoing         | Discussions with Reading teachers   |
| Teachers will utilize writing strategies in all Contemporary Math I, Contemporary Math II, and Contemporary Math III classes. Teachers will work with Hispanic students on using these strategies for completing constructed response questions. | Ongoing         | Discussions with English teachers<br>Depth of Knowledge strategies<br>CSAP constructed response rubrics |
| Teachers will work within their Common Course teams to create interventions for students who struggle academically in their classes.   | Ongoing         | Teacher time<br>Best practice resources   |
| Students who are failing their math class will be placed into a two day per week intervention program to give them extra time and support.   | Ongoing         | Intervention schedule   |
| Special Education teachers will monitor student growth and assist teachers in implementing the student's Individual Education Plan (IEP).  | Ongoing         | Updated IEPs<br>Assessment information from teachers  |
| All teachers will receive Advanced ELL training.   | Sept./Feb.      | Online course<br>Facilitator for two three-hour staff workshops.  |
| Students who are failing Math I block will be placed in a Math I year-long class as part of the school's RtI model.  | Sept./Oct./Dec. | Schedule transfers through counseling.  |

# Benchmark Measures

| Measure   | Timeline  | Goal for Student Progress   |
|---|---|---|
| Contemporary Math I Midterm Summative Assessment    | October<br>Quarter 1<br>And<br>March<br>Quarter 3   | 80% of 9 <sup>th</sup> and 10 <sup>th</sup> grade students will score 60% or higher.<br>80% of Hispanic students will score 60% or higher.<br>80% of At-Risk students will score 60% or higher. |
| Contemporary Math II Midterm Summative Assessment   | October<br>Quarter 1<br>And<br>March<br>Quarter 3   | 80% of 9 <sup>th</sup> and 10 <sup>th</sup> grade students will score 60% or higher.<br>80% of Hispanic students will score 60% or higher.<br>75% of At-Risk students will score 60% or higher. |
| Contemporary Math III Midterm Summative Assessment  | December<br>Semester 1<br>and<br>March<br>Quarter 3 | 80% of 9 <sup>th</sup> and 10 <sup>th</sup> grade students will score 60% or higher.<br>80% of Hispanic students will score 60% or higher.<br>75% of At-Risk students will score 60% or higher. |
| Contemporary Math I Final Exam Summative Assessment | December<br>Quarter 2<br>and<br>May<br>Quarter 4    | 80% of 9 <sup>th</sup> and 10 <sup>th</sup> grade students will score 60% or higher.<br>80% of Hispanic students will score 60% or higher.<br>80% of At-Risk students will score 60% or higher. |

|  |   |  |
|--|---|--|
| <p>Contemporary Math II Final Exam<br/>Summative Assessment</p>  | <p>December<br/>Quarter 2<br/>and<br/>May<br/>Quarter 4</p> | <p>80% of 9<sup>th</sup> and 10<sup>th</sup> grade students will score 60% or higher.<br/>80% of Hispanic students will score 60% or higher.<br/>75% of At-Risk students will score 60% or higher.</p> |
| <p>Contemporary Math III Final Exam<br/>Summative Assessment</p> | <p>May<br/>Semester 2<br/>and<br/>Quarter 4</p>             | <p>80% of 9<sup>th</sup> and 10<sup>th</sup> grade students will score 60% or higher.<br/>80% of Hispanic students will score 60% or higher.<br/>75% of At-Risk students will score 60% or higher.</p> |
| <p>Foundations of Math Midterm<br/>Summative Assessment</p>      | <p>December<br/>Semester 1</p>                              | <p>80% of 9<sup>th</sup> and 10<sup>th</sup> grade students will score 60% or higher.<br/>80% of Hispanic students will score 60% or higher.<br/>80% of At-Risk students will score 60% or higher.</p> |
| <p>Foundations of Math Final<br/>Summative Assessment</p>        | <p>May<br/>Semester 2</p>                                   | <p>80% of 9<sup>th</sup> and 10<sup>th</sup> grade students will score 60% or higher.<br/>80% of Hispanic students will score 60% or higher.<br/>80% of At-Risk students will score 60% or higher.</p> |

## CSAP Achievement

### SCIENCE

#### % of Students Proficient & Advanced on CSAP

| Grade | 07-08 Results | 08-09 Results | 09-10 Goal | 09-10 Results | 10-11 Goal |
|-------|---------------|---------------|------------|---------------|------------|
| 10    | 59%           | 63%           | 64%        | 65%           | 65%        |

#### 2009-2010 DATA ANALYSIS

- The percentage of Hispanic students scoring unsatisfactory will decrease by 8% when compared to their 8<sup>th</sup> grade year (30% to 22%). Result: 30% scored unsatisfactory.
- The percentage of ELL students who score p/adv will increase to 20% (6% to 20%). Result: 0% scored p/adv.
- The percentage of All Students who score p/adv will increase to 64% (63% to 64%, non-cohort). Result: 65% scored p/adv.

#### TARGETS FOR THE 2010-11 SCHOOL YEAR

- The percentage of Hispanic students scoring unsatisfactory will decrease by 4% when compared to their 8<sup>th</sup> grade year (24% to 20%).
- The percentage of ELL students who score p/adv will increase to 8% (0% to 8%).
- The percentage of All Students who score p/adv will increase to 66% (65% to 66%, non-cohort).
- For the 2010-2011 Science CSAP test, the number of ELL students who score p/adv will increase to 20%.

## SCIENCE IMPROVEMENT PLAN

| STRATEGIES   | TIMELINE   | RESOURCES NEEDED   |
|--|------------|--|
| Data discussions will take place with teachers based on the results of previous year's ACT, CSAP, EXPLORE, and PLAN scores.  | Aug./Sept. | Data provided by Assessment Center and School Effectiveness and Accountability Dept. |
| 9 <sup>th</sup> and 10 <sup>th</sup> grade science classes will incorporate more graph and table reading into course units in order to improve science standard 1 skills.  | Ongoing    | Released CSAP Questions  |
| Hispanic and Asian students will be provided access to extra web based practice for every unit located on the Legacy science home page   | Ongoing    | Computer access during off hours or at home  |
| Chemistry and CP Chemistry classes will incorporate computer based applets for Hispanic and Asian students in order to teach students balancing equations and chemical formula writing.  | Ongoing    | Internet access  |
| Chemistry classes will incorporate "design detective" assignments in order to improve science literacy in CSAP science questions.  | Ongoing    | Design detective assignment  |
| In Biology classes 5% of the questions within our existing common assessments will contain CSAP structured questions (such as charts, graphs, short answer etc.).  | Ongoing    | Released CSAP Questions  |
| All classes will incorporate strategies and techniques learned through the Advanced ELL training in 2010-2011 school year.   | Sept./Feb. | ELL online course<br>Facilitator for two three-hour staff workshops                  |
| 9 <sup>th</sup> and 10 <sup>th</sup> grade science classes will use the materials we have obtained from the ELL coordinator to supplement our existing curriculum, specifically for developing CSAP structured test questions. | Ongoing    | ELL Coordinator  |

|   |               |  |
|---|---------------|--|
| 9 <sup>th</sup> and 10 <sup>th</sup> grade science classes will analyze results for common unit assessments and monitor the performance of Asian and Hispanic students.                                   | Ongoing       | Mastery Manager  |
| 9 <sup>th</sup> and 10 <sup>th</sup> grade science teachers will use CSAP item maps and released items to identify weaknesses and strengths in the 9 <sup>th</sup> and 10 <sup>th</sup> grade curriculum. | August/Sept.  | CSAP Item Maps<br>Released CSAP Questions                    |
| Common course teams will meet weekly to discuss student progress, analyze assessment data, and share ideas based on best practices.   | Ongoing       | Common course teams<br>Mastery manager<br>Early release time |
| Students who are failing Biology, CP Biology, Chemistry, and CP Chemistry classes will be placed into a two day per week intervention program to give them extra time and support.                        | Ongoing       | Intervention schedule  |
| Special Education teacher will collaborate with a Biology teacher to meet the learning needs of all students in the class.  | Ongoing       | Collaboration/planning time                                  |
| In biology, especially in the genetics units, the value of genetic variation and diversity in population will be emphasized and celebrated.   | Genetics Unit | None   |



## Benchmark Measures

| <b>Measure</b>   | <b>Timeline</b>   | <b>Goal for Student Progress</b>   |
|--|-------------------|--|
| Chemistry common assessment unit 2 scientific method exam  | September/October | Average score of 70% or higher for all students.<br><br>Average score of 70% or higher, for the general population and an average score of 70% for the ELL population. |
| Chemistry common assessment unit 4 exam  | October/November  | Average score of 73% or higher<br><br>Average score of 73% or higher for the general population and an average score of 70% for the ELL population.                    |
| CP Chemistry unit 5 reactions exam   | November          | Average score of 75% or higher.  |
| CP Biology unit test covering knowledge of Mendelian inheritance, and the structure and function of DNA and RNA  | October           | Average score of 75% or higher.  |
| CP Biology exam covering the ability to predict simple genetic crosses and explain the genetic processes of replication, translation and transcription | November          | 70% of students will receive a score of higher than 70%.   |
| CP Biology final exam  | December          | Students will show a 20% improvement over their pre-test score.  |
| CP Biology students will be able to set up their own lab investigation using scientific method.  | December          | The average class score on a final inquiry lab write-up will be 75% or higher.   |
| CSAP structured questions on the Biology first quarter final   | October           | 60% of students will score a 70% or higher.  |

|   |          |   |
|---|----------|---|
| CSAP-structured questions on the biology second quarter final   | December | 63% of students will score a 70% or higher.   |
| Biology 1 <sup>st</sup> and 2 <sup>nd</sup> quarter final exams | December | From the 1 <sup>st</sup> quarter to the 2 <sup>nd</sup> quarter final exam the number of Asian students scoring less than 70% will be decreased by 8% or more.    |
| Biology 1 <sup>st</sup> and 2 <sup>nd</sup> quarter final exams | December | From the 1 <sup>st</sup> quarter to the 2 <sup>nd</sup> quarter final exam the number of Hispanic students scoring less than 70% will be decreased by 4% or more. |

School Name LEGACY HIGH SCHOOL

2010-2011 Professional Development Plan

*The purpose of this document is to record the school's thinking about the year-long school-wide professional development focus for Reading, Writing, Math and Science, alignment of all professional development resources, and to begin to identify what we want to see as a result of the professional learning opportunities. More specifics will be added as the plan is further developed.*

Goal(s):

Intended Results:

Rationale:

| <p><b>Outcomes</b><br/>Inservice, ERD's, and Staff meetings</p>  | <p><b>On-going Outcomes</b><br/>How will this learning be embedded in daily practice to be systemic?</p>   | <p><b>Resources/Support</b><br/>What district-level support will be needed?</p>  |
|--|--|--|
| <p>A) Teaching Learning Cycle components of Plan and Adjust</p> <p>=====</p> <p>B) ELL Training</p> <p>=====</p> <p>C) RtI</p> | <p>ERD time is committed to collaborative team time focused on Plan and Adjust components</p> <ul style="list-style-type: none"> <li>• Development of units meeting objectives</li> <li>• Focus is on skills</li> <li>• Use of formative/summative assessments to gauge progress</li> <li>• Use Action Guide for procedures and time frames</li> <li>• Assess effectiveness of instruction based on student work, progress and achievement with an emphasis on examining discrepancy in sub-groups</li> <li>• Examine student work</li> </ul> <p>=====</p> <p>Team discussions during ERD time<br/>Administrative “look-fors” during observations and classroom walkthroughs</p> <p>=====</p> <p>Goal to reach agreement as teachers on grading practices including: grading scale, make-up work, and retake</p> | <p>Make decisions on descriptors and rubrics</p> <p>Provide examples of proficient and advanced student work</p> <p>=====</p> <p>Observations of teachers incorporating ELL strategies</p> <p>=====</p> <p>Support for looking at alternative grading options; perhaps a different grading scale</p> |

| <b>Progress Monitoring<br/>Date</b>  | <b>What is the evidence?<br/>What other professional development needs have emerged regarding the stated goal?<br/>What needs to be stopped, changed, or started?</b>   |
|--|---|
| <p>A) All ERD's</p> <p>=====</p> <p>B) Online training 8/2 – 9/23<br/>1<sup>st</sup> Facilitated wrkshp 9/24<br/>Online training 9/27 – 2/3<br/>2<sup>nd</sup> Facilitated wrkshp 2/4</p> <p>=====</p> <p>C) 1<sup>st</sup> semester/2<sup>nd</sup> semester</p> | <p>Year-end, year-long formative and summative data<br/>Continuing education in incorporating ELL strategies to address needs of our sub-groups.</p> <p>=====</p> <p>Teachers incorporating strategies into daily lessons evidenced by observations, written lesson plans, student growth data</p> <p>=====</p> <p>Consistent grading practices across disciplines at Legacy HS which results in a more consistent, clear way of identifying students who are struggling academically</p> |

## SUPPORT STRUCTURES FOR ATTAINMENT OF READING, WRITING AND MATH GOALS (optional if these activities are included in content specific strategies).

| Support Structures | Implementation Method  |
|--------------------|--|
| <b>Technology:</b> | <p><b>Technology Integration Based on Technology Needs Assessment (Tech Plan):</b></p> <ul style="list-style-type: none"> <li>• Using ScholarsMart, teachers will review, discuss and use data to identify student/class strengths and areas needing improvement.</li> <li>• Data produced using Mastery Manager program will be analyzed. In particular, common course teams will monitor data of special education students, male students, Hispanic students, ELL students, and At-Risk students based on goals in reading, writing, math, or science.</li> <li>• SMART Boards, Minitab, WinPlot, Green Globes, graphing calculators and Geometer's Sketchpad will be incorporated into math classes from Contemporary Math I through Calculus II.</li> <li>• Using available electronic resources in the Library Media Center and computer labs (part of this lab is a wireless lab where laptops can be checked out by teachers), students will develop research skills and receive instructional support.</li> <li>• In anticipation of upcoming NCLB Information Literacy assessment, teacher librarians will begin to utilize Mastery Manager to begin tracking students' skills in information literacy. Data will be used to improve teaching in the area of information literacy.</li> <li>• Computer programs that support curriculum will be incorporated into instruction. Examples include Turnitin.com, Webassign, and myaccess.com.</li> <li>• The CPS system will be used in classrooms by an increasing number of teachers.</li> <li>• LCD projectors in all Legacy classrooms will enhance delivery of instruction.</li> <li>• Building level Assessment Center which serves all departments/all students/all teachers will be utilized.</li> <li>• Legacy High School employs two full-time classified and .2 FTE certified staff to support students, staff, and maintain technology in our building.</li> <li>• Dynobox is used if student has a communication plan on I.E.P.</li> <li>• Scholastic Reading Inventory is utilized by reading staff.</li> <li>• Utilize Infinite Campus school-wide as the student information database.</li> <li>• Add approximately 20 "Star Carts" to classrooms to support instruction. Carts</li> </ul> |

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|  | <p>include: LDC projector, Netbook, speakers, and document camera.</p> <ul style="list-style-type: none"> <li>• School-wide Wi-Fi will be available to students and staff. Implement E-learning program for credit recovery using Compass.com.</li> <li>• Built a 5<sup>th</sup> computer lab</li> <li>• Through CTE Programs, we have half a wireless lab for Business Department and Consumer Families.</li> <li>• Science teachers can check out the mobile Probeware lab in order to allow students to interact with science labs within the classrooms.</li> <li>• .1 FTE was allocated to a CTE teacher to help maintain the CTE computers and software. This is provided through the Perkins Grant.</li> <li>• Science classrooms were outfitted with mimeoboards to allow students and teachers to interact with science software on the whiteboard.</li> <li>• School-wide wireless lab is used and checked out by teachers for classroom use in their classes.</li> </ul>  |
| <p><b>Differentiation Strategies (Gifted and Talented, Special Education, English Language Learners, At Risk, etc.):</b></p> | <p><b>All Groups:</b></p> <ul style="list-style-type: none"> <li>• Intervention Program which provides 40 minutes two times a week within the school day for students to receive additional time and support as soon as they experience academic difficulty will be continued for a fourth year. Begins 9/21 for 1<sup>st</sup> semester and 2/8 for 2<sup>nd</sup> semester.</li> <li>• ACT/RMASS test-prep sessions will be offered to all student groups.</li> <li>• Block and modified scheduling utilized throughout the year to increase time on task and minimize transitions, allowing for more in-depth problem-solving strategies to be taught.</li> <li>• Differentiated instruction, assignments, and expectations for all students will be utilized.</li> <li>• Problem solving teams within the RtI philosophy will continue to be refined. Teams will monitor students for academic progress.</li> <li>• All teachers receive notification of students in their classes who receive any support services from support programs such as; Special Education, Gifted and Talented, Section 504, English as a Second Language, and regular classroom educational plans. The notifications give accommodations, modifications, and suggestions to best work with the student.</li> <li>• Student Intervention Referral Team, a problem solving team designed to develop educational plans and make referrals to Special Education, Section 504, or outside agencies will continue to operate.</li> <li>• Comprehensive School Guidance and Counseling Program which will meet academic,</li> </ul> |

career/vocational, and personal/social needs as outlined by the American School Counselor Association.

**ELL Students:**

- Students identified as English Proficient 1, 2, 3, or 4, and needing support will be enrolled in one of these year-long classes: Beginning I, Intermediate I, Intermediate II, or Advanced English.
- Students who are new to our school district will be screened on the Colorado English Language Assessment (CELA) upon enrolling at Legacy High School.
- All students who are identified will be tested at the end of the school year in May to assess the student's progress in English acquisition.
- A full-time staff member will act as ELL Teacher/Coordinator. In addition to teaching classes, the Teacher/Coordinator will monitor identified student's progress, assist teachers in instructional accommodations and modifications within the classroom and assist teachers in making parent contacts.
- By February 2010, all certified staff will have completed two 12-hour on line Advanced ELL training modules with six hours of facilitated workshops.
- Communications from the school to parents in the community will also be sent in Spanish to those families who request it.

**Special Education Students:**

- Special Education staff will use motivators to encourage students to attempt and complete assignments.
- Special Education teachers will collaborate with all teachers, service providers, and parents.
- Special Education teachers will continue to incorporate the Language! Curriculum.
- Special Education teachers will continue to incorporate the Multi-Sensory strategies.
- Special Education teachers will continue to incorporate the Everyday Math curriculum.
- Special Education paraeducators and interpreters will work with students in the classroom.
- Special Education staff will continue to use the ScholarsPlan program which will accurately document student progress toward their stated goal.
- Special Education service providers will monitor student growth and assist teachers in implementing accommodations and modifications of student work and class requirements as defined by the student's Individual Education Plan (IEP).

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Special Education teachers will collaborate in all core and elective areas.</li> <li>• Special Education teachers will supervise a Learning Lab for students to receive help.</li> <li>• Special Education teachers will continue to refine the special education AS/WS cores.</li> <li>• Special Education teachers will provide instruction during our Intervention program for students who need additional time and support in their academics.</li> <li>• Deaf Education teachers will continue using multiple research-based reading intervention programs to support English development.</li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• A staff member will monitor and work with the Gifted/Talented students.</li> <li>• Classes will be offered in AP Biology, AP Calculus, AP Calculus II, AP Chemistry, AP English Language, AP English Literature, AP Human Geography, AP Physics, AP Psychology, AP Statistics, AP U.S. Government, AP World History, AP U.S. History, AP Studio Art, AP French Language, AP Spanish Language, AP Spanish Literature, and CU Succeed.</li> <li>• A variety of co-curricular and extra-curricular clubs and activities are available to students.</li> <li>• Mini-grants for exploring areas of interest outside of school will be available to students.</li> <li>• Advanced classes in fine arts, leadership, and physical education will be offered.</li> <li>• Advanced Learning Plans (ALP's) will be implemented for all students designated Gifted/Talented.</li> </ul> <p><b>Special Programs:</b></p> <ul style="list-style-type: none"> <li>• Reading classes are mandatory for identified students.</li> <li>• Legacy 2000 class is offered as an option for students excelling in math and science.</li> <li>• Internal Assessment Center is available to assist teachers in developing common assessments, analyzing data, and interpreting results.</li> <li>• 9<sup>th</sup> and 10<sup>th</sup> grade AS and WS classes have identified sections for students based on their reading levels and special education needs.</li> </ul> |
| <p><b>Family and Community Involvement:</b></p> | <ul style="list-style-type: none"> <li>• All grade Parent Orientation was held August 26, to introduce parents to their son's/daughter's schedule.</li> <li>• Legacy High School individual department web pages will be developed and maintained for students and parents to access when locating information for classes.</li> </ul>  |



|  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Weekly posting of grades will occur so parents are aware of their student progress. Posting began 8/26/10.</li><li>• Infinite Campus information will be available for parents to access their student's daily attendance, weekly grades, and assessment information.</li><li>• Parent/Teacher conference nights are scheduled in September and February.</li><li>• The staff at Legacy High School will be expected to return academic calls or emails within a 24 hour period.</li><li>• CSAP scores will be mailed home in September accompanied with a letter from the superintendent.</li><li>• Students are encouraged to give back to the community through Service Learning. Opportunities will be advertised through the counseling office.</li><li>• School Improvement Team meetings will be held to discuss school goals and issues. The first meeting was 9/8/10.</li><li>• Academic Award Nights, which honor students with high academic achievements, will be held in the fall and spring.</li><li>• Pep assemblies showcase student achievements.</li><li>• College Nights (Senior College Planning Night/College Financial Aid Night/College Planning Night for Juniors) will be hosted for parents and students throughout the year.</li></ul> |
|--|---|

## Counseling Department School Improvement/Closing-the-Achievement Gap Goals 2010-2011

| Goal Description  | Implementation Plan   |
|---|---|
| <p>Implement programming to support District goal of increasing graduation rate.</p> <p>Implement programming to support State goal of increasing number of students graduating with a post-secondary plan.</p> | <p>Counselors will allocate their time in alignment with recommendations made by the American School Counselor Association Comprehensive School Guidance Program Model.</p> <ul style="list-style-type: none"> <li>-25% Guidance Curriculum</li> <li>-30% Individual Student Planning</li> <li>-25% Responsive Services</li> <li>-20% System Support</li> </ul> <p>Counselors will monitor time on task and track programming.</p> <p>Counselors will develop a Guidance Curriculum Action Guide which describes impact of small and large group activities delivered to students and community population.</p> <p>Counselors will track number of students served and needs met by On-Call Counselor role.</p> |

### Programs, Information, Assistance and Outreach

| Teachers  | Parents   | Community                            |
|---|---|--------------------------------------|
| Senior Memo   | Senior College Planning Night                     | Connection to outside resources      |
| In Classroom Presentations                                    | Financial Aid Information Night                   | College Fairs                        |
| Intervention College Planning Workshops                       | College Planning Night for Juniors                | National ACT Test Center             |
| Career Exploration Resources and Presentations                | FAFSA Help Night                                  | Front Range Community Bus to College |
| Counseling Department Updates at Staff Meetings               | Newsletter  | Presentations at Middle Schools      |
| Peer Tutoring Program   | 8 <sup>th</sup> Grade Orientation Night           |                                      |
| Targeting of Multiple F Students and Intentional Non-Learners | Beginning of Year Parent Orientation Presentation |                                      |
| Test Prep Resources/Programs                                  | Department Emails to Parents                      |                                      |

## **Professional Development for School Counseling Staff**

District-wide counseling inservices

Colorado Counselor Association Annual Conference

Colorado Council on High School/ College Relations Fall Updates

Colorado Council on High School/College Relations Annual Conference

ACT Annual Conference

Testing Training

Adams County Educational Consortium Meetings

Steering Committee

Academic Coordinators/Professional Learning Community

Relevant Webinars

Other Workshops/ Conferences relevant to department goals

## BUDGET ALLOCATION FOR GOALS

| Budgeted Items  | Money Allocated      | Budget Source                                    | Desired Outcomes for Use of Monies   |
|---|----------------------|--|--|
| Academic Coordinators 1.2<br>(.2 Eng., .2 Math, .2 Sci., .2 Soc Sci, .2 WL, .2 Electives) | \$90,506             | Building Staffing Fund                           | Positively impact student achievement  |
| Advanced Placement (AP) Conference June-Aug, 2010   | \$3,750              | Building Staffing Fund<br>#10 Gifted & Talented  | Increase alignment between school course and national test                                     |
| 2.4 Staffing for Reading  | \$181,013            | Building Staffing Fund<br>#18 Mill Levy monies   | Increased student achievement in reading   |
| Assessment Center staff .5<br>(.2 Eng., .2 Math, .1 Sci.)                                 | \$37,711             | Building Staffing Fund                           | The ongoing analysis of data for learning  |
| LAP Testing .4  | \$30,169             | Building Staffing Fund<br>#18 Mill Levy Monies   | Testing for students on LAP (Literacy) plans   |
| Professional Enrichment Fund  | \$50,426             | #17 Staff Development Fund                       | Teacher training and common course team summer meetings, positively impact student achievement |
| ELL Staffing 1.0  | \$60,338<br>\$15,084 | District Staffing Fund<br>Building Staffing Fund | Increased achievement of ELL students in general coursework                                    |
| <b>TOTAL</b>  | <b>\$468,997</b>     |  |  |

School Accountability Team Attendance Record  
**2009-2010**  
 (Attendance Indicated by X)

| <b>Member Name</b> | <b>Role</b>             | <b>9/2/09</b> | <b>10/21/09</b> | <b>1/27/10</b> | <b>3/17/10</b> | <b>5/5/10</b> |
|--------------------|-------------------------|---------------|-----------------|----------------|----------------|---------------|
| Cathy Nolan        | Principal               | X             | X               | X              | X              | X             |
| Marjean Archibald  | Parent                  | X             | X               | X              |                | X             |
| Tyler Archibald    | Student                 | X             | X               | X              |                | X             |
| Kathie Baxley      | Teacher                 |               |                 |                |                | X             |
| Dalene Bricker     | Parent                  | X             | X               | X              | X              | X             |
| Douglas Dietel     | Teacher                 | X             | X               | X              | X              |               |
| John Gordon        | Teacher                 |               |                 | X              | X              | X             |
| Mom Humphreys      | Parent                  |               |                 |                |                | X             |
| Eileen Jasica      | Parent                  |               |                 |                |                | X             |
| Norm Jennings      | Parent                  |               |                 | X              |                |               |
| Angi Johnson       | Teacher                 | X             | X               | X              | X              | X             |
| Zach Jones         | Teacher                 | X             | X               |                |                |               |
| Dave Kulmann       | Parent                  | X             |                 |                |                |               |
| Julianne Lambert   | Administrator           |               | X               |                |                |               |
| Rhonda Maidhof     | Parent                  |               | X               |                | X              | X             |
| Noelle Malott      | Parent                  |               | X               |                |                | X             |
| Priscilla Mancosky | Parent                  | X             | X               | X              | X              | X             |
| Rob Mariea         | Teacher                 | X             |                 |                |                |               |
| Martha McMullin    | Parent                  |               |                 |                |                | X             |
| Jean Meldrum       | Parent                  |               | X               |                |                |               |
| Jeff Orr           | Teacher                 |               |                 | X              |                |               |
| Sherry Sallee      | Parent                  | X             | X               | X              |                |               |
| Natalie Schiele    | Teacher                 |               | X               | X              |                | X             |
| Robin Schwartz     | Parent                  | X             | X               | X              |                |               |
| Tricia Scow        | Teacher                 | X             | X               | X              | X              |               |
| Mike Thompson      | Teacher                 |               |                 | X              |                |               |
| Chris Trujillo     | Administrator           | X             | X               | X              | X              | X             |
| Chris Warner       | Teacher                 |               |                 | X              |                |               |
| Sharon Winslow     | Teacher                 | X             | X               | X              | X              | X             |
|                    | Parent Organization Rep |               |                 |                |                |               |
|                    | Community Business Rep  |               |                 |                |                |               |

Principal's Signature: Catherine A. Nolan  
(Signature ensures good-faith efforts for recruitment of all SIT members as defined by the Educational Accountability Act.)

## **LEGACY HIGH SCHOOL TERMS:**

**Accelerated Reading:** A required course intended for 9<sup>th</sup> grade students who are currently reading below grade level. This course is designed to boost reading, writing, and vocabulary skills in order for students to improve their success throughout the curriculum.

**American Studies:** Interdisciplinary course designed to take advantage of the natural connection between U.S. History and Language Arts.

**Assessment:** The process of collecting data to measure the performance or capabilities of a student or group. Paper and pencil tests of students' knowledge are a common form of assessment, but data on student attendance or homework completion, records of informal adult observations of student proficiency, or evaluations of projects, oral presentations, or other forms of problem-solving may also be assessments.

**Common Assessment:** An assessment given by teachers teaching a common course used to produce data in which teachers can adjust teaching practices and remediate students.

**Formal Assessment:** A systematic and structured means of collecting information on student performance that both teachers and students recognize as an assessment event.

**Formative Assessment:** Ongoing assessments that provide information to guide teaching and learning for improving learning and performance.

**High-stakes Assessment:** Assessments that carry serious consequences for students or for educators. Their outcomes determine such important things as promotion to the next grade, graduation, merit pay for teachers, or school rankings reported in the newspaper.

**Informal Assessment:** A means of collecting information about student performance in naturally occurring circumstances, which may not produce highly accurate and systematic results, but can provide useful insights about a child's learning.

**Large-scale Assessment:** Standardized tests and other forms of assessment designed to be administered to large groups of individuals under prescribed conditions to provide information about performance on a standardized scale so that results for districts, states, or nations can be fairly compared.

**Summative Assessment:** Culminating assessments conducted at the end of a grading period, course, or grade level to determine the degree of mastery of proficiency according to identified achievement goals.

**CDHE:** Colorado Department of Higher Education

**Core Plus:** Reform based curriculum developed by CPMP at Western Michigan University. Emphasis is on concepts and communication (oral/written). Students in the program explore focused activities in groups as primary mathematics medium.

**CPS (Classroom Performance System):** An assessment tool that provides immediate feedback to students and teachers.

**CWP:** Colorado Writing Project

**Discrepancy:** A 15% difference in proficient/advanced scores between recipient group and the general population.

**EPAS (Educational Planning and Assessment System):** A planning guide that examines the link between content and skills taught by the school and the knowledge of skills on the EXPLORE, PLAN, and ACT.

**EXPLORE:** Typically given to 8<sup>th</sup> or 9<sup>th</sup> graders. It covers English, Math, Reading, and Science Reasoning and serves as an entry point into the ACT's Educational Planning and Assessment System.

**Geometer's Sketchpad:** An interactive geometry computer program.

**GPA:** Grade Point Average

**GWAG (Grammar with a Giggle):** A grammar program used in 9<sup>th</sup> grade grammar.

**Intervention:** A Tuesday/Thursday schedule, created to provide time and support for students struggling academically.

**Legacy 2000:** A program for students who have a strong interest in science, math and technology.

**Mastery Manager:** A web-based data tracking program used by common course team members.

**MESA:** Math, Engineering, and Science Achievement

**MUGS (Mechanics, Usage, Grammar, Spelling):** A daily oral language practice.

**Norms:** Statistics or data that summarize the test performance of specified groups such as test-takers of various ages or grades.

**PLAN:** A test given at the 10<sup>th</sup> grade level covering English, Mathematics, Reading, and Science Reasoning. The test also gives an estimated ACT Composite score range.

**Portfolio:** An organized and purposeful collection of student work and self-assessments collected over time to demonstrate student learning. A *portfolio assessment* is the process of evaluating student achievement based on portfolios.

**Raptor V-Soft Visitor Tracking System:** Equipment used to scan a visitor's driver's license/identification card and compare it to a law enforcement database.

**R.E.A.D.E.R.S. (Resources to Encourage, Advance, and Develop Essential Reading Skills):** A class designed to provide resources to encourage, advance, and develop essential reading skills for academic and life-long success.

**Reliability:** The degree to which a test or assessment measures consistently across different instances of measurement-for example, whether results are consistent across raters, times of measurement, or sets of test items.

**RMASS:** Rocky Mountain ACT/SAT Seminar

**RtI (Response to Intervention):** Problem solving teams designed to monitor student progress.



**Rubric:** Set of expectations for any given project.

**SIRT (Student Intervention Referral Team):** A team of educators who problem-solve situations in which students are having problems in the educational environment.

**Standardized Test or Assessment:** Standardization refers to a set of consistent procedures for administering and scoring a test or assessment. Standardization is necessary to make test scores comparable across individuals.

**Test:** A formal procedure for eliciting responses so as to measure the performances and capabilities of a student or group.

**Ultimate Speed Reader:** A computer program which students use to increase speed and fluency in reading.

**Validity:** The accuracy of a test or assessment in measuring what it was intended to measure. Validity is determined by the extent to which interpretations and decisions based on test scores are warranted and supported by independent evidence.

**World Studies:** Interdisciplinary course designed to take advantage of the natural connection between World History and World Literature.

**Writer's Inc.:** Complete Writing handbook

**Writing Guide:** A handbook compiled by Legacy High School English teachers to help maintain consistency in terminology, approach, and expectations in writing across the curriculum.

**Adams 12**  
**Accountability and Accreditation Plan**  
**2009-2010**  
**Glossary**

**6 Trait Writing:** An analytical model for assessing and instructing in the traits of quality writing.

**95% Grade Level Goal:** District 12 has established a goal that 95% of all students will be on grade level in Reading, Writing and Math.

**Accredited Status:** The preponderance of evidence for a school demonstrates expected levels of student achievement and progress.

**Accredited with Concerns:** The school retains accreditation status, but is placed back on the full accreditation status for the next year. In-district resources are increased.

**Accreditation Watch:** If there is lack of evidence of reasonable student achievement progress over time, a school is placed on Accreditation Watch. The school remains fully accredited. An intervention plan is designed with support from the district. Partial or total reconstitution may take place.

**Accreditation Probation:** If reasonable progress is not demonstrated after one year on Accreditation Watch, a school is placed on Accreditation Probation. The school remains fully accredited. The intervention plan is revised and further district support and monitoring is put in place. Partial or total reconstitution may take place.

**Action Research:** Action Research implements methodologies, which pursue change and understanding at the same time. This is attained through cycles of action, critical reflection and data interpretation.

**AP (Advanced Placement):** The Advanced Placement Program is a cooperative educational endeavor between secondary schools and colleges and universities. It gives high school students exposure to college-level material and opportunities to earn college credit and/or placement. The College Board administers both AP and Pre-AP.

**AYP (Adequate Yearly Progress):** AYP is a measure required by the federal No Child Left Behind Act (NCLB). In Colorado, it is a measure of year-to-year student achievement on the Reading and Math CSAP. Each year AYP is calculated for each school, district and state. Each student subgroup of 30 students or more must meet the AYP requirements for the school, district or state to meet AYP. The AYP student subgroups, as determined by the federal law, are: Caucasian, Black, Native Americans, Asian, Hispanic, Students on Free or Reduced Lunch, Students with Individual Education Plans and Limited English Proficient Students.

**AYP “Other Indicators”:** Each elementary and middle school subgroup must have a percentage of students performing in the Advanced Proficiency Level in Reading and Math to make AYP. This percentage is determined by CDE on an annual basis. High Schools must meet a graduation rate determined by CDE on an annual basis.

**AYP Participation Rate:** In order to make AYP, each state, district and school must achieve a 95% student participation rate for each subgroup in CSAP or CSAP alternative Reading and Math tests.

**AYP Proficiency Targets:** Annually, the state determines a specific percentage of students tested in each subgroup that must perform partially proficient or above on CSAP Reading and Math tests for a school or district to meet AYP. These percentages are the Proficiency Targets.

**AYP Safe Harbor Provision:** Schools or districts which do not meet the AYP Proficiency Targets may still meet AYP if the subgroup not meeting the target reduces its percentage of non-proficient students by 10% of the previous year’s percentage.

**AVID (Advancement Via Individual Determination):** A program that prepares middle and high school students for the rigor of college. AVID includes writing as a tool for learning, inquiry method and collaborative grouping. The three main components of the program are academic instruction, tutorial support and motivational activities.

**Benchmark:** A benchmark is a measurable point of reference demonstrating movement toward an identified goal within a designated time frame.

**BRI (Basic Reading Inventory):** The BRI is a reading assessment that can measure a student’s instructional reading level, word identification strategies, word recognition, fluency and comprehension.

**CDE (Colorado Department of Education):** CDE is the administrative and regulatory arm of the Colorado State Board of Education. CDE provides school districts with leadership, consultation and administrative services.  
[www.cde.state.co.us](http://www.cde.state.co.us)

**CALL (Comprehensive Approach to Language and Literacy):** CALL is an instructional program being utilized in Adams 12’s K-3 classrooms. CALL provides a framework that is designed to help the beginning reader to develop the necessary skills to master alphabetic principles, phonemic awareness, and concepts about print in a literature-rich environment.

**CELA (Colorado English Language Assessment):** First administered in 2006, CELA is a K-12 assessment required by the No Child Left Behind Act. All Non-English Proficient students and Limited English Proficient students must take the test, as well as those students who exited an English Language Acquisition Program the previous year. This test is in addition to the required CSAP assessments.

**Colorado Student Assessment Program (CSAP):** The purpose of CSAP is to provide a measure of student performance on state academic content standards. Assessments in Reading, Writing, Math and Science are administered in the Spring of each year. Tests are administered to students in the following content areas and grades:

|         |                 |
|---------|-----------------|
| Reading | Grades 3-10     |
| Writing | Grades 3-10     |
| Math    | Grades 5-10     |
| Science | Grades 5, 8, 10 |

**Completer Rate:** This rate is calculated as a percent of a high school graduating class membership who are graduates, plus those who are not considered graduates of the specific high school, but receive another certificate or designation of high school completion. The membership base is derived from the end-of-year count of eighth graders four years earlier.

**District Math Assessment:** The Adams 12 Mathematics Pre/Post Assessment (K-5) is an assessment administered in the fall and in the spring each school year. It is a comprehensive assessment aligned with the District Mathematics Curriculum Frameworks at each grade level in Kindergarten through fifth grade. The assessment addresses all six of the State Content Mathematics Standards.

**DLT (District Literacy Team):** DLT is a full time team of master language arts teachers who build capacity in literacy at all schools by coaching literacy coordinators, coordinating the implementation of CALL and I-CALL in grades K-5, collaborating with all literacy leaders and instructional leaders across the district, assisting with the implementation of best practices in literacy instruction grades K-12, supporting the Language Arts Curriculum Framework and developing materials for district literacy use (rubrics, checklists, resources, etc.)

**DRA (Developmental Reading Assessment):** The DRA measures primary students' instructional reading level and comprehension.

**EGR (Extended Guided Reading):** EGR is a small group intervention for low performing students. It provides practice with phonemic awareness, fluency, phonics, writing and comprehension.

**Everyday Math:** *Everyday Mathematics* is a comprehensive and balanced mathematics program for Grades K-5. This program teaches basic computational and arithmetic skills, as well as a broad range of mathematical concepts including data and probability, geometry and spatial sense, measures and measurement, numeration and order, operations, patterns, functions, algebra and uses of variables, sequences, and reference frames.

**FEP (Fluent English Proficient):** A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English on a level comparable to his/her monolingual English-speaking peers.

**Graduation Rate:** This rate is calculated by dividing the number of high school graduates by the membership base. The membership base is derived from the end-of-year count of eighth graders four years earlier and adjusted for the number of students who have transferred in or out of the school during the years covering grades 9 through 12.

**IB (The International Baccalaureate Programme)** IB is an extremely rigorous and comprehensive high school program, demanding the highest level of academic commitment and motivation from its students. Adams 12's program is housed at Thornton High School.

**I-CALL (Intermediate Comprehensive Approach to Language and Literacy):** I-CALL aligns with the CALL framework and is currently being implemented in some classrooms grades 4-5. The active engagement of each child is stressed with verbal interaction and reading and writing activities taught across the content areas.

**IEP (Individual Education Program):** IEPs are designed for students with disabilities found eligible for Special Education Services. Parents, teachers and other school personnel create a plan, which details the educational supports and services that will assist the student in achievement of educational goals.

**ILP (Individual Learning Plans):** ILPs are designed for identified gifted students found eligible for services. Collaboration between parent, student, and school staff is vital in creating a plan, which details the educational support and services to address the strengths of the student. ILPs are strongly encouraged to promote communication and accountability.

**Language!:** Language! is a Special Education literacy intervention curriculum, which provides strategies in Reading, Writing, Spelling, Grammar, Language and Vocabulary.

**LAP (Literacy Achievement Plan):** A LAP is a plan for students who are not reading at grade level. It is designed to provide a way for the student to obtain additional support at school and at home.

**LEP (Limited English Proficient):** An LEP student comprehends, speaks, reads, or writes some English, but has predominant comprehension or speech in a language other than English.

**LC (Literacy Coordinator):** The Literacy Coordinator is the literacy leader in the elementary school. S/he teaches a .5 demonstration classroom and coaches teachers .5 in literacy best practices.

**Lexile Level:** A measure of reading ability, which can be used to match students with reading materials or to measure growth.

**McRel (Mid-continent Research for Education and Learning) :** McRel is a private, non-profit organization dedicated to improving education for all through applied research, product development and service. "McRel strategies" refers to the 9 instructional strategies identified through McRel research to improve student achievement. Those strategies are: identifying

similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, representing knowledge, learning groups, setting objectives and providing feedback, generating and testing hypotheses and cues, questions and advance organizers.

**Mobility Rate:** The number of transfers in and out of a school (each student can be counted more than once) between October 1 and the last day of school divided by the total October membership multiplied by 100.

**Multisensory Reading Instruction:** Multisensory Reading Instruction refers to a set of instructional strategies focusing on 9 essential components identified by current research to be most effective in teaching reading.

**MYP (The International Baccalaureate Middle Years Programme)** - MYP is an academic program for highly motivated students. The curriculum follow the guidelines set forth by the International Baccalaureate Organisation (IBO) and are intended to span five years.

**NCLB (No Child Left Behind Act):** NCLB was signed in January, 2002, the federal No Child Left Behind Act contains four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents and an emphasis on teaching methods that have been proven to work.

**NEP (Non-English Proficient):** A student who speaks a language other than English and does not comprehend, speak, read or write English.

**Non-Accredited:** If reasonable progress is not demonstrated by a school after one year on Accreditation Watch and one year on Accreditation Probation, a school is non-accredited by the district. Full reconstitution may be undertaken.

**PALS: (Phonological Awareness Literacy Screening)** PALS is a literacy assessment administered to student K-3 in fulfillment of the Colorado Basic Literacy Act guidelines.

**PBS (Positive Behavior Support):** PBS is a system of positive behavioral interventions and supports, which assists students in achievement of socially acceptable behavior change.

**PLC (Professional Learning Communities):** PLC is a professional development framework for organizations that focuses upon the growth of the person and the organization through shared purpose.

**Proficiency Levels:** Advanced, Proficient, Partially Proficient and Unsatisfactory are the proficiency levels determined for use with the CSAP assessment. The same proficiency levels have been aligned with Adams 12 assessments as well. Proficiency descriptors for each test are available on the CDE website at [www.cde.state.co.us](http://www.cde.state.co.us).

**QRI (Qualitative Reading Inventory):** The QRI is a reading assessment that can measure a student’s instructional reading level, fluency, word recognition, word identification strategies and comprehension.

**Pre-AP (Pre-Advanced Placement):** Pre-AP is a program of professional development resources and services for teachers. The purpose of Pre-AP is to equip teachers with the strategies and tools they need to engage students in active, high-level learning, thereby ensuring that every student develops the skills, habits of mind and concepts needed to succeed in college.

**Recipient Groups:** The following groups have been identified as those for which resources will be allocated and student achievement monitored in Adams 12:

- **At-Risk (FRL/Free or Reduced Lunch):** Students who have submitted an application for and have been found eligible for free or reduced meals. Eligibility for free or reduced meals is based upon the comparison of the family’s household income to the income poverty guidelines from the U. S. Office of Management and Budget. These guidelines are adjusted annually.
- **English Language Learners (ELL):** ELLs are students whose dominant language is other than English. Students are identified by Lau categories A,B, or C as determined by the Language Assessment Scales (LAS) administered twice per year. Level A students are non-English speakers, Level B students are limited-English speakers, and Level C students are near fluent speakers, but may only be partially proficient in reading and writing.
- **Ethnicity:** Upon enrollment, families identify their ethnicity as Native American, Asian, Black, Hispanic or Caucasian.
- **Gifted and Talented (G/T):** Students are identified using a multi-criteria approach that includes aptitude measures, behavioral checklists, achievement tests, and academic and/or talent performance. Level 2, or “highly gifted” students, must demonstrate ability equivalent to two or more standard deviations above the norm on an aptitude test. In addition to the aptitude assessment, students must meet criteria on two other measures to be identified for gifted and talented services.
- **Special Education:** Special Education is specially designed instruction, support and/or related services, which are different from or in addition to those, provided in the general education school program. The specialized instruction, support and/or related services are provided by specially qualified personnel and are designed to meet the unique needs of a child with a disability.

**Release Day:** Each Wednesday, students at each school are released early so that staff may participate in Professional Development Activities.

**SAC (School Achievement Coach):** SACs are school-based staff who coach teachers in instructional strategies with the purposes of improving student achievement.

**ScholarsMart:** A student data warehouse developed by Adams 12 to provide educators and parents access to student achievement data including assessment, grades and attendance.

**Sheltered Instruction:** An approach to teaching that extends the time students have for receiving English language support while learning content subjects. Teachers scaffold instruction to aid student comprehension of content topics and objectives by adjusting their speech and instructional tasks, and by providing appropriate background information and experiences. Effective sheltered instruction increases comprehensibility, increases interaction and increases higher thinking skills.

**SIOP (Sheltered Instruction Observation Protocol):** SIOP is an instrument used for lesson planning and evaluation of sheltered instruction.

**SMART goal:** A SMART goal is one that is specific, measurable, attainable, (student) results driven and time-bound.

**SOAR:** SOAR is an intervention for low-performing readers in intermediate grades. It is designed for students who can decode, but who would benefit from learning strategies that improve comprehension.

**SRI (Scholastic Reading Inventory):** SRI is an adaptive computerized assessment that measures inferential comprehension. It provides a Lexile level, which can be used both to match students with text and to measure growth.

**Stability Rate:** A school's February membership count divided by the number of the same students present for the October count multiplied by 100 (as calculated by CDE.)



## ACRONYMS

|        |  |
|--------|--|
| ACT    | (formerly) American College Test                             |
| AP     | Advanced Placement   |
| AYP    | Adequate Yearly Progress                                     |
| BOCES  | Board of Cooperative Educational Services                    |
| BOE    | Board of Education   |
| BRI    | Basic Reading Inventory                                      |
| CALL   | Comprehensive Approach to Language and Literacy              |
| CASB   | Colorado Association of School Boards                        |
| CASE   | Colorado Association of School Executives                    |
| CBLA   | Colorado Basic Literacy Act                                  |
| CDE    | Colorado Department of Education                             |
| CF     | Curriculum Framework   |
| C&I    | Curriculum and Instruction Department                        |
| COVA   | Colorado Online Virtual Academy                              |
| CSAP   | Colorado Student Assessment Program                          |
| CSEA   | Classified School Employees Association                      |
| DLT    | District Literacy Team                                       |
| DRA    | Developmental Reading Assessment                             |
| DSIT   | District School Improvement Team                             |
| DTEA   | District Twelve Educators Association                        |
| EBD    | Emotionally Behavioral Disability                            |
| ECEA   | Exceptional Children Education Act                           |
| EGR    | Extended Guided Reading                                      |
| ELL    | English Language Learner                                     |
| EMR    | Educable Mentally Retarded                                   |
| ESL    | English as a Second Language                                 |
| FEP    | Fluent English Proficient                                    |
| FTE    | Full Time Equivalent   |
| GT     | Gifted and Talented  |
| HI     | Hearing Impaired   |
| IB     | International Baccalaureate Programme                        |
| I-CALL | Intermediate Comprehensive Approach to Language and Literacy |
| IDEA   | Individuals with Disabilities Education Act                  |
| IFSA   | Individual Family Services Plan                              |

|            |  |
|------------|--|
| IEP        | Individualized Education Program                     |
| LAP        | Literacy Achievement Plan                            |
| LC         | Literacy Coordinator                                 |
| LD         | Learning Disability                                  |
| LEP        | Limited English Proficient                           |
| McREL      | Mid-continent Research for Education and Learning    |
| MSR        | Multisensory Reading                                 |
| MYP        | (International Baccalaureate) Middle Years Programme |
| NCLB       | No Child Left Behind                                 |
| NEP        | Non-English Proficient                               |
| PALS       | Phonological Awareness Literacy Screening            |
| PBS        | Positive Behavior Support                            |
| PLC        | Professional Learning Communities                    |
| PPOB       | Per Pupil Operating Budget                           |
| Pre-AP     | Pre-Advanced Placement                               |
| PSAT/NMSQT | Pre SAT/National Merit Scholarship Qualifying Test   |
| QRI        | Qualitative Reading Inventory                        |
| SAC        | Student Achievement Coach                            |
| SAR        | School Accountability Report                         |
| SAT        | (formerly) Scholastic Aptitude Test                  |
| SDRT       | Stanford Diagnostic Reading Test                     |
| SEA        | School Effectiveness and Accountability Department   |
| SIOP       | Sheltered Instruction Observation Protocol           |
| SRI        | Scholastic Reading Inventory                         |

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