

**ADAMS 12 Five Star Schools**

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# **Accountability Plan**

**2006 - 2007**

**School: NORTHGLENN HIGH SCHOOL**

**Principal- Dr. Mary Lindimore**

School Accountability Team Attendance Record  
(Attendance Indicated by X)

	9/14	9/21	9/28	10/17	11/16	1/18	2/15	3/15	4/19	5/17
<b><i>Brittany Arnold*</i></b>	X	X	X		X	X	X	Meeting Cancelled	X	X
Shawna Boulden	X				X	X	X		X	X
Donna/Gary Charbonnier			X	X	X	X	X			X
Pippin Christiansen	X	X	X	X	X	X	X		X	X
Andrew Goreham	X	X	X							
Bob Gorman	X		X							X
Kat Jacobson		X	X	X	X				X	X
Ellen James	X		X	X	X				X	X
Stan Kyed	X	X	X	X	X	X	X		X	X
Mary Lindimore	X	X	X	X	X				X	X
Jerry Luthye	X		X	X	X	X	X		X	X
Anita Lynd					X				X	X
Phyllis Musk	X									X
<b><i>Chelsea Novak*</i></b>	X	X	X	X	X	X	X			X
Jeff Pierson	X	X	X	X	X	X	X			X
J.P. Sampson										
Kathy Stanley	X	X	X	X	X	X	X		X	X
Brenda Villegas	X	X	X	X	X	X	X		X	X
Jim Weigel										
Janet Williams		X	X	X	X	X	X	X	X	

Principal's Signature: \_\_\_\_\_

# SCHOOL GOALS AND IMPLEMENTATION PLAN 2006-2007

## Attendance Rate Data:

03-04	04-05	05-06
91.1%	*88%	91.7% (88.3%)

## Previous Year's Goal Summary:

Previous Goal	Actual Performance
92.4% Attendance	88% (estimated)

**Attendance Goal: The NGHS student attendance rate will be 91%.**

## Attainment Plan:

- NHS will continue to monitor and enforce the attendance policy submitted during 2004-2005 school year. This policy features a continuum of interventions by teachers and administrators. Third hour teachers will initiate the process with a parent call on the second unexcused absence. Other steps in the process include: postcards, intervention meetings with student deans, autocaller, and appropriate consequences. An electronic record of parent and student contacts will be maintained. A copy of the new policy has been provided in the 2006 Parent/Student Handbook.
- All students received a planner with attendance policy included. Planner was provided in both English and Spanish versions.
- Staff to monitor and supervise hallways, locker areas, and open spaces to get students to class.
- NHS will do eligibility checks on a weekly basis for all sports and activities.
- PBS- Positive Behavior Support system will be implemented and piloted on a particular group of students to monitor its affectiveness and impact.
- Back to School night will allow parents to communicate with teachers and other staff and see first hand classrooms, hallways, activities, sports and other related aspects of NHS.

### **Attendance Attainment Plan Continued:**

- An additional Dean of Students, and an additional campus supervisor, were hired in the 2004-2005 school year and will remain for 2006-2007 school year to support progress toward attendance goal.
- Dean of Students will make significant impact on attendance by making a quota of phone calls per day to students with poor attendance.
- After school detention will serve two roles, one in a work capacity and one will be used for classroom work/study hall.
- Deans will identify high risk attendance students and implement a rewards program with them quarterly.
- Attendance cards are being sent home as stated in the attendance policy.
- Attendance data will be monitored for progress towards the goal by an assistant principal.
- Counselors and Deans will meet bi-monthly to discuss and communicate regarding students and their attendance issues.
- Saturday school will be monitored more closely with students using A+ software for course work and credit make up where applicable.
- Communication with faculty, parents, and students will emphasize the importance of attendance.
- Scholarsmart now provides attendance data to parents. Tips on using Scholarsmart will be included in the Principal's Newsletter.
- Attendance plan has been communicated to the entire staff as a top priority for the school year.
- Parents/guardians are encouraged to make phone call to the school if they do not have internet access as stated in our Principal newsletter, back to school night, parent conferences, and through teachers.
- Library hours will remain open later in the day for parents and students without internet accessibility to use accordingly. Our current hours of operation are 6:30am to 4:00pm.
- NHS has two full time librarians to support and work with students daily.
- We hired a Spanish speaking attendance clerk to support our second language families.
- Our school website has an attendance policy link on the main page for parents/community to view what our expectations are.
- Norse Nights credit retrieval program was designed and implemented second semester last year to address non attending students for credit retrieval. The goal for those students was to improve their attendance and ultimately re acclimate them to NHS the following year with improved attendance.

- More than 90% of students enrolled in Norse Nights program received credit and the attendance rate was 89% exceeding our school percentage.

**Graduation Rate Data (High Schools Only):**

03-04	04-05	05-06
90%	93%	77%(new calculations)*

- \* NOTE- Actual graduation in 4 years is a requirement for students to be calculated into the current formula.
- \* NOTE- Previous years' data included ALL seniors that graduated including summer school, evening programs, and students graduating after 4 year expectation.

**Graduation Goal: NHS graduation rate at the end of the 2006-07 school year will be (within new calculations) 80%.**

*\* New calculations are based on seniors that graduate in a 4 year period.*

**Attainment Plan:**

- Counseling efforts across the curriculum will emphasize the importance of high school graduation.
- PLAN/Explore, ACT, and other assessment data will be used in goal discussions with students to emphasize post-high school options.
- NHS will continue to monitor and support our four plus year students working toward graduation.
- Data will be provided and discussed with department chairs for planning/support purposes with individual student achievement.
- Trait data will be monitored to enhance progress.
- Counselors will meet individually with each senior to develop a graduation plan for the school year.
- Seniors will be held accountable for all classes they are enrolled in, even when credits enrolled are not needed for graduation.

- NHS is continuing its relationship with Padres Unidos and our Adams Twelve Five Star School District Hispanic Advisory Council, a minority outreach for community involvement within the school.
- NHS will continue to identify and remediate SPED student needs in math classrooms. We trained the SPED dept. chair and 2 special education para-professionals in the new CMIC math program for support.
- Counselors will emphasize plan for new graduation requirements in regards to the CCHE requirements.
- NHS will expand credit received options for students failing classes. We offer A+ software, night classes, back on track courses, summer school just to name of few.
- Norse Nights program will continue this year in the second semester identifying students with poor attendance and providing a plan for them to earn some credit taking night courses at NHS.
- Second language students will receive direct support from counselors and other support personnel with second language backgrounds for post high school options and discussions.
- Substance Abuse and Violence Prevention/Intervention Counselor has been hired part time to work with all groups of students.
- Student referral team has developed a process to identify students with needs and direct them to the proper channels for support.
- New CMIC math program will be implemented this year to address students math needs and to help remediate those who are not achieving at grade level.
- Math extensions program implemented to support students who need extra support in Math.
- Attendance will continue to be a top priority for NHS in 2006-2007. An attendance task force was formed in 2006 to identify and modify our current plan. The updated attendance plan will be implemented this year.

### **Staff Attainment Plan**

- **Staff will continue to receive ongoing professional development via the district and through the Professional Learning Communities established at NHS with meetings twice a month on Thursday mornings during our late start time.**
- **Staff will benefit from outreach classes provided by the district for the new CMIC math program.**
- **All major content areas: social studies, science, math, and English offer ongoing, voluntary professional development opportunities throughout the year.**

- Courses are for teachers, but are designed specifically to help teachers better meet the needs of NHS' students.
- Classes meet after school hours and offer university credit for participating teachers who complete all work.
- Course curricula align with NHS goals.
- Courses are open to all staff and administrators, no matter their area of expertise, and most are attended by members from several departments.

Specific Offerings 2006-07

- NHS and The Denver Writing Project present *Teaching Non-Fiction Writing Across the Content areas*, featuring presentations by DWP Teacher Consultants from all over the Denver area.
- NHS Literacy Coordinator Alice Smith facilitates *Tell it Like it is: Non-Fiction for and About Adolescents*, which explores several readings in, and strategies for teaching non fiction in various disciplines.
- NHS Humanities and English teacher Andrew Vartabedian offers *Film in the Classroom*, a study of the use of cinematic segments as catalysts for critical thinking.
- Former NHS science teacher Doug Smith, in conjunction with Thornton High School science teacher Laura Robertson, teach *Chemistry for Teachers*.

## GOAL: ACT

### 05-06DATA ANALYSIS: ACT

**2006 11<sup>th</sup> grade ACT Mean Composite Valid for NGHS 17.6 (2005:17.3, 2004: 17.1)**

	English (% of juniors)	Math (% of juniors)	Reading (% of juniors)	Science (% of juniors)
<b>ACT Score Range</b>				
<b>1-12</b>	16	4	11	7
<b>13-15</b>	23	23	26	17
<b>16-19</b>	24	42	25	34
<b>20-23</b>	23	19	21	30
<b>24-27</b>	10	9	12	10
<b>28-32</b>	4	3	4	1
<b>33-36</b>	0(2 students)	0(2 students)	1	1

**Explanation of data summary:** The ACT Assessment contains four curriculum-based tests measuring academic achievement in English, mathematics, reading, and science. This chart shows the breakdown of score ranges in a manner matching the ACT "Standards for Transition." Schools are provided a handbook by ACT detailing curricular and skill area recommendations for improving student scores from one range to the next.

**Students taking the ACT recommended high school course sequence earned an average score above the 17.9 median composite valid NGHS score.**

**Students taking less than the ACT recommended high school course sequence earned an average score below the 17.1 median composite valid average NGHS score.**

**Composite Average of Sub Groups: All Hispanic Students: 14.3; SPED: 13.9; ELL: 11.5**

**TARGETS FOR THE 2006-07 SCHOOL YEAR: ACT**

**ACT Goal 1: Composite Valid Score:** The NHS mean composite valid score for the 2007 state mandated ACT test will be 17.8.

2007 ACT Goal 1: 11 <sup>th</sup> grade composite valid	2006 11 <sup>th</sup> grade ACT mean composite valid
17.8	17.6

Note: Data source for goal attainment verification will be the ACT school report.

**ACT Goal 2:** The following NHS sub-groups will improve their composite average score for the 2007 state mandated test to:

Sub-group	2007 Sub-group Goal	2006 Sub-group Performance
Hispanic	15.9	15.7
SPED	14.1	13.9

Note: Data source for goal attainment verification will be Scholars Mart.

**Previous Year's Goal Summary:**

Previous Goal	Actual Performance/Gain over Previous Year
17.4	17.6 (+.2)

**Benchmarks:**

- 2006-2007 Trait data will be collected as available following semester one and compared to the previous year in order to triangulate growth in the total learning environment.
- Fall 2006 PSAT scores will be monitored to ensure they approach 2005 levels.
- Registration information will be continually monitored during a student's high school career to ensure students are making course choices that align with college expectations.

**2006 ACT DATA**

	# STUDENTS	ENGLISH	MATH	READING	SCIENCE	COMPOSITE
ALL STUDENTS	492	16.7	18.4	18.0	18.6	18.1
MALE	252	15.9	18.5	17.3	18.3	17.7
FEMALE	240	16.7	17.4	17.7	17.9	17.6
CAUCASIAN	246	18.3	19.7	19.3	19.6	19.4
HISPANIC	121	13.1	14.7	14.0	15.2	15.7
ELL	40	8.8	12.6	11.2	12.8	11.5
SPED	41	11.2	14.0	14.8	14.0	13.6

**ACT IMPROVEMENT PLAN**

STRATEGIES	TIMELINE	RESOURCES NEEDED
11 <sup>th</sup> graders will have the opportunity to take an ACT preparation course which was developed by NHS staff. Several course options are available, depending on student score goals. Credit will be awarded for course completion as well as attainment of a score above 18.	<ul style="list-style-type: none"> <li>• March 2006</li> <li>• Assistant Principal /Counselor- ACT team will set up and monitor</li> </ul>	<ul style="list-style-type: none"> <li>• 2004 Mill Levy Student Achievement funds</li> </ul>
Core area departments will review the "ACT Standards for Transition" as part of Professional Learning Community activities during early release days. This information, along with state curricular standards will guide the development of essential course learnings and common assessments. Using the historical ACT mean scores of students in	<ul style="list-style-type: none"> <li>• Fall 2006 during department time</li> <li>• Progress monitored by Asst. Principal for Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Asst. Principal</li> <li>• Departmental</li> </ul>

11 <sup>th</sup> grade courses, departments will adjust alignment with the ACT standards.		
Student registration for ACT-identified core classes will be emphasized (this is a strategy to ensure future ACT success). Counselors will continue discussions after PLAN/EXPLORE test results arrive, with all students regarding college goals and appropriate classes. Faculty training in score interpretation will be held.	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Progress review during registration process</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Departments</li> <li>• Testing data</li> <li>• Professional development</li> </ul>
Course activities and assignments in the form of the unique ACT style will continue to be developed. This will include using sections of the ACT Practice Test in 11 <sup>th</sup> grade science and English classes.	3 <sup>rd</sup> Quarter before ACT	<ul style="list-style-type: none"> <li>• Time</li> <li>• Departments</li> </ul>
SPED case managers will identify students, on the basis of 10 <sup>th</sup> grade PLAN test data, who are likely to score in the ACT range for college admission. Appropriate support for these students will be developed. Annual review of student IEPs will determine modifications to be offered during testing.	By October 30	<ul style="list-style-type: none"> <li>• SPED case managers</li> </ul>
A review of the enriched/advanced curriculum will continue. Work will include development of clearer course names and identification of courses meeting the ACT core requirements.	Fall semester	<ul style="list-style-type: none"> <li>• Curriculum committee</li> <li>• Departments</li> </ul>
The GT coordinator will review achievement indicators for all GT students to identify those who have a history of scoring below potential. Discussions will be held with these students as appropriate.	September to March	<ul style="list-style-type: none"> <li>• GT coordinator</li> <li>• Data analyst</li> </ul>

A number of other interventions are named and explained in the technology, differentiation, community involvement and professional development section of this workbook		
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**Safe School Goal:** In the school year 2006-07 NHS will continue to enforce a rigid no tolerance drug and alcohol policy while referring students for appropriate support. Our goal is an incident percentage of less than 4%.

2003-04 Drug/Alcohol Violation Rate	2004-05 Drug/Alcohol Violation Rate	2005-06 Drug/Alcohol Violation Rate
3.7%	3.4%	3.7%

**Previous Year's Goal Summary:**

Previous Goal	Actual Performance
Drug/Alcohol violation rate below 4%	3.4%

**Attainment Plan:**

- LINK Substance Program: alternative to expulsion for drug/alcohol violators. In this program, violators are referred for a 30 day evaluation and monitored for 60 days. Students attend school and successful completion erases violations from the student's record.
- Diversity counselor has been hired part time at NGHS.
- NHS hired an additional .4 social worker to our staff for a total of 1.4 FTE.
- NHS is continuing with the NOT smoking cessation program.
- Mental health counselor is a full time addition to our staff.
- All staff will receive awareness training on mental health issues.

- A drug/alcohol counselor is assigned to NHS. This counselor is responsible for counseling and monitoring students who have committed violations or have been identified as at risk of doing so.
- Our referral student intervention team has developed a referral process for any students engaging in at risk behaviors to include counseling interaction and referral to appropriate service provider.
- Northglenn Police Department assigned one resource officer to NHS to collaborate and monitor drug/alcohol incidents and refer cases to the criminal justice system.
- An additional Dean of Students, as well as an additional campus supervisor were added in 2004-05. They will continue to support and address school policies and procedures for the 2006-07 school year.
- Awareness efforts will continue including: motivational assemblies, the Health curriculum, the Counseling Department, and other outside agencies. All available resources will be utilized as drug/alcohol issues arise.
- Student Council will educate and support the new state driving laws that affect high school students.

**Trait Goal: SUCCESSFUL TRAIT**

**SUCCESSFUL TRAIT 05-06 ANALYSIS**

	<b>06 Percent Attainment</b>	<b>05 Percent Attainment</b>	<b>04 Percent Attainment</b>
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<p>Successful Matriculation (Progress towards graduation)</p>	<p>77% overall (includes 2 semester seniors) 9<sup>th</sup>- 76% 10<sup>th</sup>- 74% 11<sup>th</sup>- 70% 12<sup>th</sup>- 90%</p>	<p>81.0% overall (includes semester 2 seniors) 9<sup>th</sup>: 76% 10<sup>th</sup>: 75% 11<sup>th</sup>: 79% 12<sup>th</sup>: 93%</p>	<p>87.5%(does not include semester 2 seniors)</p>
<p>Successful Career</p>	<p>9<sup>th</sup> EXPLORE: 95% 9<sup>th</sup> Career: 95% 10<sup>th</sup> PLAN: 97% 11<sup>th</sup> ACT: 96% 12<sup>th</sup> Interview: 100%</p>	<p>9<sup>th</sup> EXPLORE: 91% 9<sup>th</sup> Career: 95% 10<sup>th</sup> PLAN: 95% 11<sup>th</sup> ACT: 96% 12<sup>th</sup> Interview: 100%</p>	<p>95% Overall</p>

**Successful Career:** On the 2006 EXPLORE test date, NHS will have had a minimum of 95% of eligible students take the test. All other successful career measures will be at or above 2005-2006 levels.

**Successful Matriculation:** Upon conclusion of the 2006-2007 school year, 82% of NHS students will have met graduation progress requirements (Note: the class of 2008 has a new graduation requirement).

Note: Successful Trait reporting criteria are designed to monitor student progress towards graduation and post-high school educational goals. The Successful Career Trait calculates the percentage of students taking the Explore test, the Career assessment, the PLAN test, the ACT, and the percentage participating in the Senior interview. For the purpose of NHS goal attainment evaluation, the Successful Matriculation Trait will be calculated using the percentage of students who progressed towards graduation by earning the required credits per year in grades 9, 10, 11, and 12. We will include summer, night school, and community college course completion in the calculation. Assessment percentages will be figured using eligible students on the test date, and credit completion will be figured using enrollment on the October count date.

**Previous Year's Goal Summary:**

Previous Goal	Actual Performance
Successful Matriculation to 90%	81%
Successful Career to 95%	96%

**Benchmark:**

- 2006-2007 data will be collected as available following semester one and compared to 2005-2006 baselines to ensure progress.
- Student Failure rate data will be collected during reporting periods. . The Failure rate will be 5% lower than 2005-2006 levels each semester.

**Attainment Plan:**

Strategies	Timeline	Resources Needed
Counselors and Deans will call parents of students who have received 3 or more failing grades at mid term and inviting them to parent teacher conferences. If they find that the main issue for students is attendance,	Fall and Spring mid term	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Dean</li> <li>• Special Education</li> </ul>

<p>we will forward those names to Student Relations. Hopefully, as the Deans contact the parents for their attendance concerns, they can invite them to conferences. We will also involve special education case managers as appropriate.</p>		
<p>Counselors will impact student attendance and achievement through educating students on procedures, graduation requirements and differences between middle school and high schools. Students will also have the opportunity to meet other students and building contacts for resources.</p>	<p>Year Long Semester meetings with counselors</p>	<ul style="list-style-type: none"> <li>• Counseling department</li> <li>• Scholars Mart data</li> <li>• Vertical articulation/teaming</li> </ul>
<p>Individual credit checks, conferences, and graduation planning will take place with every students at NHS. Counselors will continue to work directly with students in this capacity.</p>	<p>Year long</p>	<ul style="list-style-type: none"> <li>• SASI</li> <li>• Counseling department</li> <li>• AP for Curriculum and Instruction</li> </ul>
<p>NHS will implement superintendent policy 5124.5.0 to ensure that students/and/or parents or guardians of students with declining grades are notified in a timely manner. This includes both written and oral communication.</p>	<p>Within one month of grades. On occasion immediately when decline is noticed. Monitored throughout school year and quarterly.</p>	<ul style="list-style-type: none"> <li>• Teacher communication with parents/students.</li> <li>• Email</li> <li>• Counselor Support</li> <li>• Administrative support</li> <li>• Technology</li> </ul>
<p>A new evening credit retrieval program</p>	<p>To be completed by</p>	<ul style="list-style-type: none"> <li>• Staff support</li> </ul>

<p>was introduced in 05-06 that will continue this year in the second semester. Norse Nights is a program designed to provide non attending students with an opportunity to make up/earn credit in a setting outside of regular school hours. The program's goals are to provide students the opportunity to make up credit and to transition into the regular school program the following year.</p>	<p>Assistant Principal /Dean of students before Jan 30.</p>	<ul style="list-style-type: none"> <li>• Administrative support</li> <li>• Technology</li> <li>• Funds for program</li> </ul>
<p>Test publicity will include classroom visits, parent newsletters, and the school web site.</p>	<p>Prior to tests</p>	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Teacher</li> <li>• Technology</li> <li>• Principal</li> </ul>
<p>The auto-caller will contact all parents of students earning grades of D and F. The message will also be available in Spanish and English.</p>	<p>Each grading period</p>	<ul style="list-style-type: none"> <li>• Technology team</li> <li>• Assistant Principal for Curriculum and Instruction</li> </ul>
<p>All teachers now use Integrate Pro /Scholarsmart technology (permitting the use of email progress reports). Progress grades are uploaded weekly. Faculty will also continue informing parents of progress concerns via telephone. Scholarsmart allows staff to view important data regarding students in</p>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Progress checks during faculty evaluation cycles</li> <li>• Weekly/Quarterly /Semester</li> </ul>	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Internet</li> <li>• Email access</li> </ul>

their classes and performance levels on assessments/grades from previous years.		
The referral concern team will monitor progress of identified students when a concern is received from faculty. This team's mission is to increase student success by addressing academic, social, and behavioral concerns.	Ongoing during weekly meetings	<ul style="list-style-type: none"> <li>• Referral team</li> <li>• Staffing</li> </ul>
State policies regarding drop-outs are changing. The NHS principal is collaborating with district personnel to address the ramifications of new drop-out regulations.	Throughout 2006-2007 school year	<ul style="list-style-type: none"> <li>• Existing resources for planning stage</li> <li>• Counseling department will have additional responsibilities within existing staffing resources</li> </ul>
All students missing testing will be given the opportunity to make-up tests as permitted by test regulations.	Following tests	<ul style="list-style-type: none"> <li>• Counselor</li> <li>• Attendance office</li> </ul>
Faculty proctors will be trained prior to administration of testing.	Prior to tests	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Administration</li> </ul>

Faculty publicity will include information on the individual assessments. When students know assessment data is important to teachers, they are more likely to do well.	Prior to tests	<ul style="list-style-type: none"> <li>• Starmail</li> <li>• ScholarsMart</li> <li>• Department meetings with AP</li> <li>• Mastery Manager</li> </ul>
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**Goal: 95% of all students on grade level in Reading BY 2007**

<b>MEASURE</b>	<b>03-04 RESULTS</b>	<b>04-05 RESULTS</b>	<b>05-06 RESULTS</b>
Percent of 9 <sup>th</sup> grade students meeting grade level reading expectations	55	64	61
Percent of 10 <sup>th</sup> grade students meeting grade level reading expectations	70	66	75

**READING: 05-06 DATA ANALYSIS**

<b>05-06 DATA ANALYSIS (INCLUDING DEGREE TO WHICH 05-06 TARGETS WERE MET.)</b>
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# 9<sup>TH</sup> GRADE

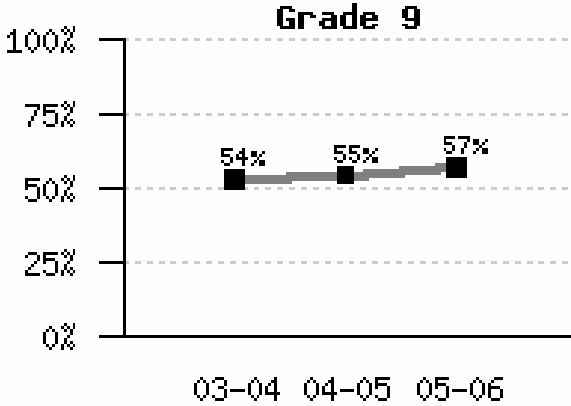
<u>Group</u>	<u>Year</u>	<u># of Students</u>	<u>% No Score</u>	<u>% Unsat.</u>	<u>% Par. Prof.</u>	<u>% Prof.</u>	<u>% Advan.</u>	<u>% Prof &amp; Advan.</u>
All Students	05-06	605	2.64	9.92	30.08	53.39	3.97	57.36
	04-05	612	5.88	6.53	32.67	54.08	.81	54.89
	03-04	602	3.15	10.63	32.39	51.82	1.99	53.81
Female	05-06	299	3.68	6.69	28.43	55.85	5.35	61.20
	04-05	283	5.3	3.88	29.68	60.42	.70	61.12
	03-04	285	3.15	5.96	28.42	59.64	2.8	62.44
Male	05-06	306	1.63	13.07	31.7	50.98	2.61	53.59
	04-05	329	6.38	8.81	35.25	48.63	.91	49.54
	03-04	317	3.15	14.82	35.96	44.79	1.26	46.05
Hispanic	05-06	207	5.8	15.94	37.68	39.13	1.45	40.58
	04-05	230	11.73	9.13	39.56	39.56	.00	39.56
	03-04	189	7.4	12.69	39.68	40.21	.00	40.21
Caucasian	05-06	331	.91	4.83	24.47	64.05	5.74	69.79
	04-05	326	1.84	4.29	26.99	65.33	1.53	66.86
	03-04	361	1.1	9.14	26.86	59.83	3.04	62.87
Asian	05-06	40	.00	12.5	37.5	47.5	2.5	50.00
	04-05	34	2.94	8.82	41.17	47.05	.00	47.05
	03-04	39	2.56	12.82	43.58	38.46	2.56	41.02
Spec. Ed.	05-06	50	4	54	32	10	.00	10.00
	04-05	60	5	33.33	51.66	10	.00	10.00
	03-04	56	1.78	55.35	33.92	8.92	.00	8.92
ELL	05-06	68	11.76	36.76	36.76	13.24	1.47	14.71
	04-05	37	37.83	16.21	27.02	18.91	.00	18.91
	03-04	66	22.72	21.21	45.45	10.6	.00	10.60
At-Risk	05-06	124	7.26	16.94	35.48	38.71	1.61	40.32
	04-05	145	7.58	9.65	42.75	40	.00	40.00
	03-04	162	7.4	16.04	44.44	31.48	.61	32.09
Gift. & Tal.	05-06	32	.00	.00	.00	62.5	37.5	100.00

	04-05	86	1.16	.00	8.13	84.88	5.81	90.69
	03-04	76	.00	1.31	6.57	81.57	10.52	92.09

**Grade 9 Proficient/Advanced Data Discrepancies:**

- Hispanic- 40.6%
- SPED- 10%
- ELL- 14.7%
- At Risk- 40.3%

**3 Year Proficient and Advanced Trend**



Grade 9 groups of over 30 at risk of not performing at 2007 AYP target of 84.74% partially proficient and above:

- Hispanic- 78%
- SPED- 42%

- ELL- 51%
- At-risk- 76%

## 10<sup>TH</sup> GRADE

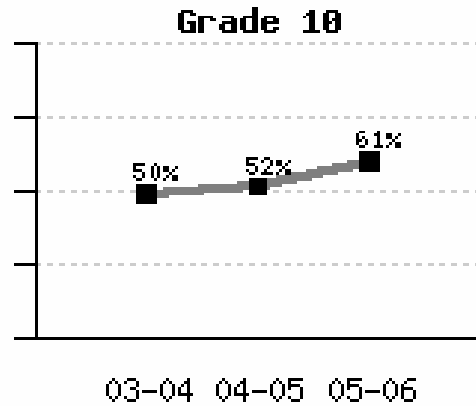
Group	Year	# of Students	% No Score	% Unsat.	% Par. Prof.	% Prof.	% Advan.	% Prof & Advan.
All Students	05-06	533	3.19	9.76	26.45	52.72	7.88	60.60
	04-05	584	3.08	11.47	33.39	46.4	5.65	52.05
	03-04	594	4.54	13.46	32.32	46.12	3.53	49.65
Female	05-06	247	3.64	6.48	24.29	57.49	8.1	65.59
	04-05	268	3.73	5.59	27.98	55.59	7.08	62.67
	03-04	307	3.9	9.77	28.66	52.44	5.21	57.65
Male	05-06	286	2.8	12.59	28.32	48.6	7.69	56.29
	04-05	316	2.53	16.45	37.97	38.6	4.43	43.03
	03-04	287	5.22	17.42	36.23	39.37	1.74	41.11
Hispanic	05-06	194	6.19	15.46	30.93	45.36	2.06	47.42
	04-05	164	7.92	16.46	42.68	32.31	.60	32.91
	03-04	166	9.03	20.48	32.53	37.34	.60	37.94
Caucasian	05-06	293	1.71	5.46	21.16	59.73	11.95	71.68
	04-05	365	1.09	9.58	27.12	54.24	7.94	62.18
	03-04	354	2.82	10.73	30.5	50.84	5.08	55.92
Asian	05-06	29	.00	13.79	48.28	37.93	.00	37.93
	04-05	33	.00	6.06	51.51	36.36	6.06	42.42
	03-04	44	2.27	9.09	45.45	40.9	2.27	43.17
Spec. Ed.	05-06	36	2.78	44.44	38.89	11.11	2.78	13.89
	04-05	59	1.69	54.23	35.59	8.47	.00	8.47
	03-04	52	5.76	59.61	28.84	5.76	.00	5.76
ELL	05-06	34	11.76	44.12	35.29	8.82	.00	8.82
	04-05	41	29.26	14.63	48.78	7.31	.00	7.31
	03-04	63	28.57	23.8	42.85	4.76	.00	4.76
At-Risk	05-06	78	7.69	16.67	38.46	34.62	2.56	37.18
	04-05	115	6.08	17.39	39.13	34.78	2.6	37.38
	03-04	130	7.69	28.46	35.38	26.15	2.3	28.45

Gift. & Tal.	<b>05-06</b>	<b>23</b>	<b>.00</b>	<b>.00</b>	<b>.00</b>	<b>73.91</b>	<b>26.09</b>	<b>100.00</b>
	04-05	79	.00	.00	6.32	69.62	24.05	93.67
	03-04	60	1.66	.00	5	73.33	20	93.33

**Grade 10 Proficient/Advanced Data Discrepancies:**

- SPED- 10%
- ELL- 14.7%
- At Risk- 40.3%

**3 Year Proficient and Advanced Trend**



Grade 10 groups of over 30 at risk of not performing at 2007 AYP target of 84.74% partially proficient and above:

- Hispanic- 78%
- SPED- 53%
- ELL- 44%
- At-risk- 76%

## TARGETS FOR THE 2006-07 SCHOOL YEAR

**Reading Goal 1(Proficient and Advanced):** 9th AND 10TH grade NHS students will achieve the following levels of proficiency on the 2007 CSAP reading test:

2007 CSAP READING GOAL AREA	2007 GOAL	2006 GRADE LEVEL PERFORMANCE	2006 COHORT PERFORMANCE
9 <sup>TH</sup> PROFICIENT/ADVANCED	60%	57%	59%
10 <sup>TH</sup> PROFICIENT/ADVANCED	60%	60%	57%

**Reading Goal 2 (AYP):** Meet "Safe Harbor" AYP provisions by reducing the number of 2007unsatisfactory CSAP reading scores by 10% among ELL, and special education students.

### Previous Year's Goal Summary:

Previous Goal	Actual Performance/Gain over Previous Year
9 <sup>th</sup> Prof/Adv to 57%	57% (+ 0%)
10 <sup>th</sup> Prof/Adv to 56%	60% (+4%)

### Benchmarks:

- Students receiving reading interventions will be tested with the Scholastic Reading Inventory in September, January, and May. By January, these students will display .5 grade level growth. By May, these students will display growth of one grade level.
  - 75% of SPED students in self-contained classes will demonstrate progress towards IEP goals each quarter as demonstrated by the results of common assessments.
  - November PLAN Reading Test scores will exceed a composite average of 15.5 (2005 reading composite average was 15.3).
  - November EXPLORE Reading Test scores will exceed a composite average of 14.2 (2005 reading composite average was 14.0)
- Students taking common course assessments in English classes will demonstrate at least 57% proficient and advanced performance.**

## READING IMPROVEMENT PLAN

STRATEGIES	TIMELINE	RESOURCES NEEDED
<p>Last year's .2 FTE Literacy Coordinator now teaches English full time at NHS and also serves as an Adjunct Faculty member at UCDHSC, teaching Adolescent Literacy. She still oversees NHS' English Literacy program and runs a student book club and a class for teachers in teaching non fiction reading across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Frequent checks with administration.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development</li> <li>• District literacy coach</li> </ul>
<p>NHS has adopted the research-based Professional Learning Community model (PLC). Faculty will work in teams to review essential course outcomes and develop common course assessments to measure progress. If progress is not measured, remediation plans will be developed to address the needs of students performing below standard. Further details are discussed in the appendix.</p>	<ul style="list-style-type: none"> <li>• Monthly PLC meetings</li> <li>• Asst. Principal will monitor progress and report monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Early release time</li> <li>• Professional development</li> <li>• Administration</li> </ul>
<p>9<sup>th</sup> and 10<sup>th</sup> grade students reading below proficiency, and not receiving other reading interventions, will be placed in the "Accelerated Reading Class." Students will take this course in addition to the appropriate English class. The classroom for these students has been equipped with a computer lab, software such as the Scholastic Reading Inventory, A Plus Software, Ultimate Speed Reader, a variety of reading materials, and the LANGUAGE! curriculum. Note: the 10 grade class is a new addition to the NHS curriculum.</p>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• January SRI reading test to determine progress</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing</li> <li>• District Literacy Specialist</li> <li>• Budget</li> <li>• Technology</li> <li>• English literacy teachers</li> </ul>

<p>NHS has an additional .4 reading teachers added to our staff to support the accelerated reading program.</p>	<ul style="list-style-type: none"> <li>• 2006-07 school year</li> </ul>	<ul style="list-style-type: none"> <li>• .4 FTE</li> <li>• Curriculum and Instruction AP</li> </ul>
<p>Incoming students lacking evidence of reading proficiency will be tested using the technology-based Scholastic Reading Inventory and placed in appropriate classes.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Counseling</li> <li>• Reading Specialist</li> </ul>
<p><b>Implementation of Best Practices and Reading Standards</b></p>	<p><b>Support Structure</b></p>	<p><b>Implementation of Best Practices and Reading Standards</b></p>
<p><b>CSAP Item Map Emphasis in professional development work:</b> The Colorado Department of Education provides CSAP Item Maps. These "maps" describe key skills tested and the frequency of these skills on the CSAP reading assessment. Top categories of items tested in 2006 were:</p> <ul style="list-style-type: none"> <li>• <b>Grade 9:</b> Application of literary terminology (ex.: hyperbole, personification, metaphor, and protagonist), determining the meaning of words, and constructed responses requiring paragraph writing, and infer by making connections with and among texts.</li> <li>• <b>Grade 10:</b> Read a given text, identify the theme, and provide support from the text, use organizational features of printed text (prefaces, appendices, annotations, citations), and analyze a</li> </ul>	<ul style="list-style-type: none"> <li>• District literacy coordinator</li> <li>• Coaches</li> <li>• Coordinators</li> <li>• Department</li> <li>• Professional development budget</li> </ul>	<p><b>CSAP Item Map Emphasis in professional development work:</b> The Colorado Department of Education provides CSAP Item Maps. These "maps" describe key skills tested and the frequency of these skills on the CSAP reading assessment. Top categories of items tested in 2006 were:</p> <ul style="list-style-type: none"> <li>• <b>Grade 9:</b> Application of literary terminology (ex.: hyperbole, personification, metaphor, and protagonist), determining the meaning of words, and constructed responses requiring paragraph writing, and infer by making connections with and among texts.</li> <li>• <b>Grade 10:</b> Read a given text, identify the theme, and provide support from the text, use</li> </ul>

<p>variety of text (editorials, political cartoons, advertisements, and essays).</p> <p>CSAP grade level expectations and score assignments indicate students moving from unsatisfactory to partially proficient are skilled in providing constructed responses to questions requiring theme identification and support for that identification. Students scoring at the proficient and advanced level have mastered a variety of skills and concepts including constructed responses, word meaning, and literary terminology.</p>		<p>organizational features of printed text (prefaces, appendices, annotations, citations), and analyze a variety of text (editorials, political cartoons, advertisements, and essays).and extended response.</p> <p>CSAP grade level expectations and score assignments indicate students moving from unsatisfactory to partially proficient are skilled in providing constructed responses to questions requiring theme identification and support for that identification. Students scoring at the proficient and advanced level have mastered a variety of skills and concepts including constructed responses, word meaning, and literary terminology.</p>
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**GOAL: 95% OF ALL STUDENTS ON GRADE LEVEL IN WRITING BY 2007**

MEASURE	03-04 RESULTS	04-05 RESULTS	05-06 RESULTS
Percent of 9 <sup>th</sup> grade students meeting grade level writing expectations	73	67	62
Percent of 10 <sup>th</sup> grade students meeting grade level writing expectations	63	65	65

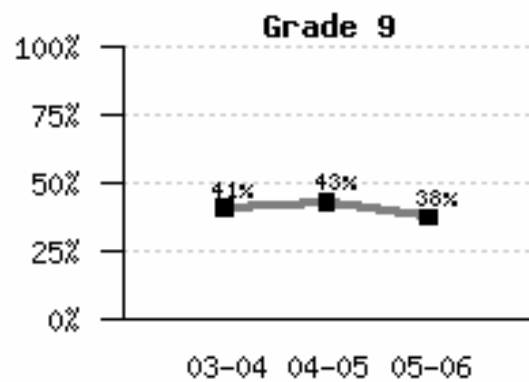
## WRITING: 05-06 DATA ANALYSIS

### 05-06 DATA ANALYSIS (INCLUDING DEGREE TO WHICH 05-06 TARGETS WERE MET.) GRADE 9

Group	Year	# of Students	% No Score	% Unsat.	% Par. Prof.	% Prof.	% Advan.	% Prof & Advan.
All Students	05-06	605	2.98	4.13	54.88	31.9	6.12	38.02
	04-05	612	6.37	3.43	46.73	40.84	2.61	43.45
	03-04	602	3.15	5.64	50	36.21	4.98	41.19
Female	05-06	299	3.68	1	50.17	37.46	7.69	45.15
	04-05	283	6	1.41	39.57	48.4	4.59	52.99
	03-04	285	3.15	1.75	47.71	40.35	7.01	47.36
Male	05-06	306	2.29	7.19	59.48	26.47	4.58	31.05
	04-05	329	6.68	5.16	52.88	34.34	.91	35.25
	03-04	317	3.15	9.14	52.05	32.49	3.15	35.64
Hispanic	05-06	207	6.28	5.8	62.8	23.19	1.93	25.12
	04-05	230	11.73	4.78	53.91	29.56	.00	29.56
	03-04	189	7.4	7.4	60.31	23.8	1.05	24.85
Caucasian	05-06	331	1.21	3.32	48.34	38.97	8.16	47.13
	04-05	326	2.14	2.76	40.79	50	4.29	54.29
	03-04	361	1.1	4.7	43.76	43.49	6.92	50.41
Asian	05-06	40	.00	2.5	62.5	22.5	12.5	35.00
	04-05	34	8.82	.00	58.82	29.41	2.94	32.35
	03-04	39	2.56	.00	61.53	28.2	7.69	35.89
Spec. Ed.	05-06	50	6	30	60	4	.00	4.00
	04-05	60	6.66	21.66	70	1.66	.00	1.66
	03-04	56	1.78	37.5	55.35	5.35	.00	5.35
ELL	05-06	68	13.24	11.76	64.71	7.35	2.94	10.29
	04-05	37	35.13	5.4	48.64	10.81	.00	10.81
	03-04	66	22.72	12.12	57.57	7.57	.00	7.57
At-Risk	05-06	124	8.87	4.84	64.52	18.55	3.23	21.78

	04-05	145	8.96	6.2	51.72	32.41	.68	33.09
	03-04	162	7.4	11.72	57.4	22.22	1.23	23.45
Gift. & Tal.	05-06	32	.00	.00	6.25	43.75	50	93.75
	04-05	86	1.16	.00	8.13	76.74	13.95	90.69
	03-04	76	.00	.00	13.15	65.78	21.05	86.83

### 3 Year Proficient and Advanced Trend



### Grade 9 Proficient/Advanced Data Discrepancies:

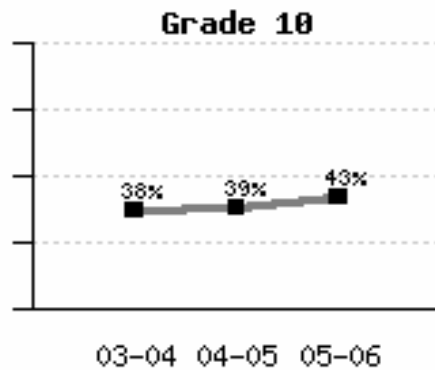
- ELL
- SPED
- At risk
- Hispanic

## GRADE 10

Group      Year      # of Students      % No Score      % Unsat.      % Par. Prof.      % Prof.      % Advan.      % Prof & Advan.

All Students	<b>05-06</b>	<b>533</b>	<b>3.19</b>	<b>7.5</b>	<b>46.34</b>	<b>38.27</b>	<b>4.69</b>	<b>42.96</b>
	04-05	584	3.76	8.56	48.8	34.58	4.28	38.86
	03-04	594	4.54	7.74	49.83	34.84	3.03	37.87
Female	<b>05-06</b>	<b>247</b>	<b>3.64</b>	<b>4.45</b>	<b>37.25</b>	<b>48.18</b>	<b>6.48</b>	<b>54.66</b>
	04-05	268	3.73	4.1	43.65	42.16	6.34	48.50
	03-04	307	4.23	3.9	46.9	40.06	4.88	44.94
Male	<b>05-06</b>	<b>286</b>	<b>2.8</b>	<b>10.14</b>	<b>54.2</b>	<b>29.72</b>	<b>3.15</b>	<b>32.87</b>
	04-05	316	3.79	12.34	53.16	28.16	2.53	30.69
	03-04	287	4.87	11.84	52.96	29.26	1.04	30.30
Hispanic	<b>05-06</b>	<b>194</b>	<b>6.19</b>	<b>10.82</b>	<b>53.09</b>	<b>27.32</b>	<b>2.58</b>	<b>29.90</b>
	04-05	164	8.53	12.19	56.7	20.12	2.43	22.55
	03-04	166	9.63	11.44	54.81	24.09	.00	24.09
Caucasian	<b>05-06</b>	<b>293</b>	<b>1.71</b>	<b>5.46</b>	<b>38.91</b>	<b>47.78</b>	<b>6.14</b>	<b>53.92</b>
	04-05	365	1.91	6.84	44.93	41.36	4.93	46.29
	03-04	354	2.54	6.21	45.48	41.52	4.23	45.75
Asian	<b>05-06</b>	<b>29</b>	<b>.00</b>	<b>6.9</b>	<b>68.97</b>	<b>20.69</b>	<b>3.45</b>	<b>24.14</b>
	04-05	33	.00	3.03	54.54	33.33	9.09	42.42
	03-04	44	2.27	4.54	59.09	29.54	4.54	34.08
Spec. Ed.	<b>05-06</b>	<b>36</b>	<b>2.78</b>	<b>33.33</b>	<b>61.11</b>	<b>2.78</b>	<b>.00</b>	<b>2.78</b>
	04-05	59	5.08	44.06	42.37	8.47	.00	8.47
	03-04	52	5.76	48.07	42.3	3.84	.00	3.84
ELL	<b>05-06</b>	<b>34</b>	<b>11.76</b>	<b>41.18</b>	<b>41.18</b>	<b>2.94</b>	<b>2.94</b>	<b>5.88</b>
	04-05	41	29.26	4.87	58.53	7.31	.00	7.31
	03-04	63	28.57	17.46	49.2	4.76	.00	4.76
At-Risk	<b>05-06</b>	<b>78</b>	<b>7.69</b>	<b>15.38</b>	<b>58.97</b>	<b>15.38</b>	<b>2.56</b>	<b>17.94</b>
	04-05	115	5.21	13.04	59.13	20.86	1.73	22.59
	03-04	130	8.46	19.23	52.3	17.69	2.3	19.99
Gift. & Tal.	<b>05-06</b>	<b>23</b>	<b>.00</b>	<b>.00</b>	<b>4.35</b>	<b>69.57</b>	<b>26.09</b>	<b>95.66</b>
	04-05	79	.00	.00	11.39	75.94	12.65	88.59
	03-04	60	.00	.00	11.66	75	13.33	88.33

### 3 Year Proficient and Advanced Trend



#### Grade 10 Proficient/Advanced Data Discrepancies:

- ELL
- SPED
- At risk
- Hispanic

### TARGETS FOR THE 2006-07 SCHOOL YEAR

**Writing Goal 1(Proficient and Advanced):** 9th AND 10TH grade NHS students will achieve the following levels of proficiency on the 2007 CSAP writing test:

2006 GOAL AREA	2007 GOAL	2006 GRADE LEVEL PERFORMANCE	2006 COHORT PERFORMANCE
9 <sup>TH</sup> PROFICIENT/ADVANCED	46%	38%	45%

10 <sup>TH</sup> PROFICIENT/ADVANCED	43%	43%	38%						
<p><b>Writing Goal 2:</b> The number of 9<sup>th</sup> and 10<sup>th</sup> Grade SPED students scoring at the unsatisfactory level on the 2006 CSAP writing test will decline by 10%. (Safe Harbor)</p> <p><b>Previous Year's Goal Summary:</b></p> <table border="1"> <thead> <tr> <th>Previous Goal</th> <th>Actual Performance/Gain over Previous Year</th> </tr> </thead> <tbody> <tr> <td>9<sup>th</sup> Prof/Adv to 44%</td> <td>38% (-6%)</td> </tr> <tr> <td>10<sup>th</sup> Prof/Adv to 42%</td> <td>43% (+1%)</td> </tr> </tbody> </table>				Previous Goal	Actual Performance/Gain over Previous Year	9 <sup>th</sup> Prof/Adv to 44%	38% (-6%)	10 <sup>th</sup> Prof/Adv to 42%	43% (+1%)
Previous Goal	Actual Performance/Gain over Previous Year								
9 <sup>th</sup> Prof/Adv to 44%	38% (-6%)								
10 <sup>th</sup> Prof/Adv to 42%	43% (+1%)								
<p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>• November PLAN Writing Test scores will exceed a composite average of 15.7. (2005 writing composite was 15.5)</li> <li>• November EXPLORE Writing Test scores will exceed a composite average of 14.4 (2005 writing composite was 14.2)</li> <li>• 75% of SPED students in self-contained classes will demonstrate progress towards IEP goals each quarter as demonstrated by the results of common assessments.</li> <li>• Students taking common course assessments in 9<sup>th</sup> and 10<sup>th</sup> grade English classes will demonstrate at least 45% proficient and advanced performance.</li> </ul>									

## WRITING IMPROVEMENT PLAN

STRATEGIES	TIMELINE	RESOURCES NEEDED
<p>NHS has adopted the research-based Professional Learning Community model (PLC). Faculty will work in teams to review essential course outcomes and develop common course assessments to measure progress. If progress is not measured, remediation plans will be developed to address the needs of students performing below standard. Further details are discussed in the appendix.</p>	<ul style="list-style-type: none"> <li>• Monthly PLC meetings</li> <li>• Asst. Principal will monitor progress and report monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Early release time</li> <li>• Professional development</li> <li>• Administration</li> </ul>

<p>The NHS PLC focus is a three year professional development plan that has a 2006-2007 specific focus on non fiction writing. Three different PLC groups will focus on initial inquiry, research, and instructional coaching in teaching non fiction writing across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Monthly PLC</li> <li>• Literacy Coordinator in building.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional development</li> <li>• Administration</li> <li>• Late start time</li> <li>• Teacher leaders</li> </ul>
<p>In order to increase the use of student data in guiding instructional decisions, data is available to all teachers to help identify effective instructional practices.</p>	<p>Before October 29</p>	<ul style="list-style-type: none"> <li>• Scholarsmart</li> <li>• Administrative Training</li> </ul>
<p>9<sup>th</sup> and 10<sup>th</sup> grade English teachers will conduct a fall and spring rubric-scored extended writing assessment. These teachers will be encouraged to assign one of the essays as "hand-written" in order to support the unique CSAP essay style. Instruction before the assessments will emphasize the planning and drafting process.</p>	<p>October and April</p>	<ul style="list-style-type: none"> <li>• Assessment coordinator</li> <li>• Data analyst</li> <li>• Department</li> </ul>
<p>English teachers will use CSAP item maps and the database of 2006 CSAP student responses to align content in manner reflecting the intent of the English standards and the CSAP assessment. Where appropriate, a "standards for transition" approach will be used to support the skills needed for less than proficient students to achieve at higher levels.</p>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Progress to be monitored during regular meetings with Principal</li> </ul>	<ul style="list-style-type: none"> <li>• District literacy specialist</li> <li>• Department</li> <li>• Writing coordinators</li> </ul>

NHS will continue expanding the level of writing support across the curriculum.	Ongoing	<ul style="list-style-type: none"> <li>• Department chair</li> <li>• Curriculum committee</li> <li>• Writing coordinator</li> </ul>
9 <sup>th</sup> grade social studies classes will conduct two constructed response style common assessments. Teachers will collaborate to discuss results with attention to developing common expectations.	October and January	<ul style="list-style-type: none"> <li>• Department time</li> <li>• Mastery Manager</li> </ul>
SPED and ELL teachers will focus on paragraph writing and basic extended writing skills in order to move students from unsatisfactory to partially proficient performance levels. Teachers will increase the frequency of "on demand" writing assignments and explore curriculums such as "Step up to Writing." Teachers serving high numbers of students potentially making an achievement gain beyond partially proficient will address higher level skills in paragraph and extended writing as well as complex grammar and mechanics.	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Progress monitored by Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Department time</li> <li>• Professional development</li> </ul>
To ensure all students have access to role modeling by authors of various backgrounds, the library collection and the readings used in social studies and English classes will be reviewed to ensure prominent minority writers are included.	Ongoing	<ul style="list-style-type: none"> <li>• Media Center</li> <li>• Resource Center</li> </ul>
A common assessment in grammar will be continued using the CPS technology system to identify student deficiencies prior to CSAP.	February and March	<ul style="list-style-type: none"> <li>• Assessment coordinator</li> <li>• Department</li> <li>• Literacy specialist</li> </ul>

<p>The CPS system permits individual student response using an individualized remote computer control. As student needs are identified during data analysis, a faculty expert in grammar will develop a database of grammar tips. These tips will be disseminated using Starmail and will be permanently housed in the public hard drive.</p>		<ul style="list-style-type: none"> <li>• Faculty expert</li> <li>• Technology</li> </ul>
<p>A partnership between NHS, the Denver Writing Project, and UCDHSC will continue. This year's work will include a class offered to faculty and taught by Denver Writing Project teacher consultants: <i>Teaching Non Fiction Writing Across the Content Areas</i>.</p>	<p>October-May</p>	<ul style="list-style-type: none"> <li>• Professional development</li> <li>• Writing Project</li> <li>• UCD Partnership</li> </ul>
<p>All students were issued a planner containing writing tips and expectations. Common lessons in use of the planners were taught to all 9<sup>th</sup> graders. Planner use will be reinforced throughout the year. Spanish speaking students were provided a planner outlining key concepts and rules in Spanish.</p>	<p>First week of school and periodically through school year.</p>	<ul style="list-style-type: none"> <li>• Building budget</li> </ul>
<p>A number of other interventions are named and explained in the technology, differentiation, community involvement and professional development section of this workbook.</p>	<p>All year</p>	
<p>Our new UCDHSC site coordinator is our former writing coordinator and a teacher consultant with the Denver Writing Project. E</p>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	

<p>also serves on the Leadership Team of the National Writing Project's ELL Network. In addition to mentoring teacher candidates and new faculty, he also facilitates a class for NHS teachers: <i>Teaching Non Fiction Writing Across Content Areas</i> and advises on literacy and writing issues.</p>		
<p><b>Implementation of Best Practices and Writing Standards</b></p>		<p><b>Implementation of Best Practices and Writing Standards</b></p>
<p><b>CSAP Item Map Emphasis in professional development work:</b> The Colorado Department of Education provides CSAP Item Maps. These "maps" describe key skills tested and the frequency of these skills on the CSAP writing assessment. Top categories of items tested in 2005 were:</p> <ul style="list-style-type: none"> <li>• <b>Grade 9:</b> Paragraph writing in variety of genres, use conventions correctly, and using standard English usage in writing (pronoun/antecedent agreement, subject/verb agreement, regular/irregular verbs, and correct modifiers).</li> <li>• <b>Grade 10:</b> Paragraph writing in variety of genres, punctuation (apostrophes, commas, semicolons, colons and dashes), and using standard English in writing</li> </ul>	<ul style="list-style-type: none"> <li>• District literacy coordinator</li> <li>• Coaches</li> <li>• Coordinators</li> <li>• Department</li> <li>• Professional development budget</li> </ul>	<p><b>CSAP Item Map Emphasis in professional development work:</b> The Colorado Department of Education provides CSAP Item Maps. These "maps" describe key skills tested and the frequency of these skills on the CSAP writing assessment. Top categories of items tested in 2005 were:</p> <ul style="list-style-type: none"> <li>• <b>Grade 9:</b> Paragraph writing in variety of genres, use conventions correctly, and using standard English usage in writing (pronoun/antecedent agreement, subject/verb agreement, regular/irregular verbs, and correct modifiers).</li> <li>• <b>Grade 10:</b> Paragraph writing in variety of genres, punctuation (apostrophes, commas, semicolons, colons and dashes), and using standard English in writing</li> </ul>

<p>(subject/verb agreement, agreement of pronoun and its antecedent, parallel structure, and correct modifiers).</p> <p>CSAP grade level expectations and score assignments indicate students moving from unsatisfactory to partially proficient are skilled at paragraph writing and have basic extended response skills; in addition to basic mechanics and grammar skills. Students scoring at the proficient and advanced level have mastered short and extended response writing and recognize complex grammar, mechanics, and usage concepts in multiple choice questions.</p>		<p>(subject/verb agreement, agreement of pronoun and its antecedent, parallel structure, and correct modifiers).</p> <p>CSAP grade level expectations and score assignments indicate students moving from unsatisfactory to partially proficient are skilled at paragraph writing and have basic extended response skills; in addition to basic mechanics and grammar skills. Students scoring at the proficient and advanced level have mastered short and extended response writing and recognize complex grammar, mechanics, and usage concepts in multiple choice questions.</p>
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# GOAL: 95% OF ALL STUDENTS ON GRADE LEVEL IN MATH BY 2007

MEASURE	03-04 RESULTS	04-05 RESULTS	05-06 RESULTS
Percent of 9 <sup>th</sup> grade students meeting grade level math expectations	46	58	60
Percent of 10 <sup>th</sup> grade students meeting grade level math expectations	66	64	67

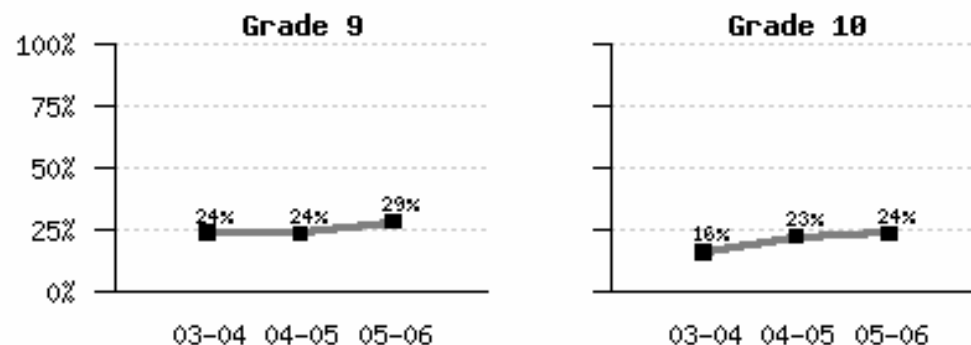
Note: The measure of percent of students meeting grade level math expectations for 2005-2006 is calculated by a weighted formula using:

- CSAP and EXPLORE math data at the 9<sup>th</sup> grade level.
- CSAP and PLAN math test data at the 10<sup>th</sup> grade level.

For the purpose of this calculation, "grade level" is defined as the mid-range of partially proficient.

Note: Prior to the 2004-05 school year, the 9<sup>th</sup> grade measure included only CSAP math test data. The 2005-2006 data includes CSAP and Explore Test math data.

## CSAP Competent Goal Area: Math



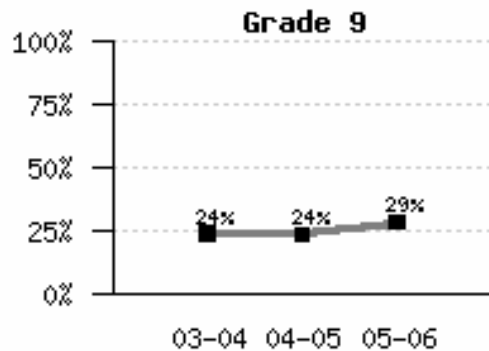
# MATH: 05-06 DATA ANALYSIS

## 05-06 DATA ANALYSIS (INCLUDING DEGREE TO WHICH 05-06 TARGETS WERE MET.) 9<sup>TH</sup> GRADE

<u>Group</u>	<u>Year</u>	<u># of Students</u>	<u>% No Score</u>	<u>% Unsat.</u>	<u>% Par. Prof.</u>	<u>% Prof.</u>	<u>% Advan.</u>	<u>% Prof &amp; Advan.</u>
All Students	<b>05-06</b>	<b>606</b>	<b>1.49</b>	<b>36.63</b>	<b>33</b>	<b>22.61</b>	<b>6.27</b>	<b>28.88</b>
	04-05	610	5.08	37.7	33.11	19.34	4.75	24.09
	03-04	602	3.15	39.2	33.38	17.6	6.64	24.24
Female	<b>05-06</b>	<b>299</b>	<b>1.67</b>	<b>39.46</b>	<b>32.78</b>	<b>19.73</b>	<b>6.35</b>	<b>26.08</b>
	04-05	282	5.31	34.39	34.39	22.69	3.19	25.88
	03-04	285	3.15	40	34.73	17.19	4.91	22.10
Male	<b>05-06</b>	<b>307</b>	<b>1.3</b>	<b>33.88</b>	<b>33.22</b>	<b>25.41</b>	<b>6.19</b>	<b>31.60</b>
	04-05	328	4.87	40.54	32.01	16.46	6.09	22.55
	03-04	317	3.15	38.48	32.17	17.98	8.2	26.18
Hispanic	<b>05-06</b>	<b>208</b>	<b>2.4</b>	<b>53.85</b>	<b>24.04</b>	<b>18.75</b>	<b>.96</b>	<b>19.71</b>
	04-05	230	10.43	50.86	25.65	11.73	1.3	13.03
	03-04	189	7.4	53.43	29.62	7.93	1.58	9.51
Caucasian	<b>05-06</b>	<b>331</b>	<b>.60</b>	<b>25.68</b>	<b>38.97</b>	<b>25.38</b>	<b>9.37</b>	<b>34.75</b>
	04-05	324	1.23	27.77	38.88	24.69	7.4	32.09
	03-04	361	1.1	31.57	35.18	22.99	9.14	32.13
Afr. Amer.	<b>05-06</b>	<b>21</b>	<b>4.76</b>	<b>38.1</b>	<b>33.33</b>	<b>19.05</b>	<b>4.76</b>	<b>23.81</b>
	04-05	17	.00	52.94	17.64	17.64	11.76	29.40
	03-04	12	.00	75	16.66	8.33	.00	8.33
Asian	<b>05-06</b>	<b>40</b>	<b>2.5</b>	<b>35</b>	<b>27.5</b>	<b>25</b>	<b>10</b>	<b>35.00</b>
	04-05	34	2.94	38.23	35.29	23.52	.00	23.52
	03-04	39	2.56	30.76	38.46	17.94	10.25	28.19
Spec. Ed.	<b>05-06</b>	<b>51</b>	<b>3.92</b>	<b>80.39</b>	<b>9.8</b>	<b>5.88</b>	<b>.00</b>	<b>5.88</b>
	04-05	58	3.44	81.03	13.79	1.72	.00	1.72
	03-04	56	1.78	76.78	21.42	.00	.00	0.00
ELL	<b>05-06</b>	<b>68</b>	<b>2.94</b>	<b>67.65</b>	<b>14.71</b>	<b>14.71</b>	<b>.00</b>	<b>14.71</b>
	04-05	37	35.13	43.24	16.21	2.7	2.7	5.40
	03-04	66	22.72	43.93	28.78	4.54	.00	4.54

At-Risk	05-06	124	1.61	51.61	31.45	12.9	2.42	15.32
	04-05	144	6.94	50	29.86	10.41	2.77	13.18
	03-04	162	7.4	53.7	27.77	8.64	2.46	11.10

### 3 Year Proficient and Advanced Trend



### Grade 9 Proficient/Advanced Data Discrepancies:

- ELL
- SPED
- At risk

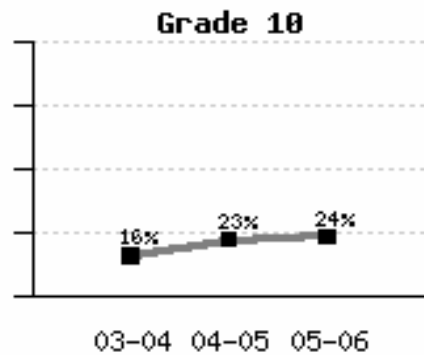
Grade 9 groups of at risk of not performing at 2006 AYP target of 60.25% partially proficient and above:

ELL-	29%	African American-	57%
Hispanic-	43%	At-risk-	46%
SPED-	15%		

# GRADE 10

<u>Group</u>	<u>Year</u>	<u># of Students</u>	<u>% No Score</u>	<u>% Unsat.</u>	<u>% Par. Prof.</u>	<u>% Prof.</u>	<u>% Advan.</u>	<u>% Prof &amp; Advan.</u>
All Students	05-06	533	1.13	34.15	40.71	22.14	1.88	24.02
	04-05	584	2.91	39.72	34.41	19.69	3.25	22.94
	03-04	594	4.2	40.06	39.22	15.48	1.01	16.49
Female	05-06	247	1.21	35.63	42.11	19.43	1.62	21.05
	04-05	268	3.73	36.94	37.68	20.14	1.49	21.63
	03-04	307	3.9	41.04	40.06	14.33	.65	14.98
Male	05-06	286	1.05	32.87	39.51	24.48	2.1	26.58
	04-05	316	2.21	42.08	31.64	19.3	4.74	24.04
	03-04	287	4.52	39.02	38.32	16.72	1.39	18.11
Hispanic	05-06	194	2.06	43.81	39.69	13.92	.52	14.44
	04-05	164	7.31	53.65	29.26	8.53	1.21	9.74
	03-04	166	9.03	55.42	29.51	5.42	.60	6.02
Caucasian	05-06	293	.68	26.96	41.98	27.3	3.07	30.37
	04-05	365	1.09	34.24	36.16	24.38	4.1	28.48
	03-04	354	2.25	33.05	42.37	20.9	1.41	22.31
Asian	05-06	29	.00	37.93	37.93	24.14	.00	24.14
	04-05	33	.00	24.24	36.36	33.33	6.06	39.39
	03-04	44	2.27	43.18	40.9	13.63	.00	13.63
Spec. Ed.	05-06	36	2.78	77.78	13.89	5.56	.00	5.56
	04-05	59	1.69	83.05	13.55	1.69	.00	1.69
	03-04	52	3.84	86.53	9.61	.00	.00	0.00
ELL	05-06	34	.00	73.53	17.65	8.82	.00	8.82
	04-05	41	29.26	36.58	21.95	12.19	.00	12.19
	03-04	63	28.57	50.79	19.04	1.58	.00	1.58
At-Risk	05-06	78	1.28	55.13	30.77	12.82	.00	12.82
	04-05	115	5.21	46.08	37.39	10.43	.86	11.29
	03-04	130	6.92	56.92	28.46	7.69	.00	7.69
Gift. & Tal.	05-06	23	.00	.00	13.04	73.91	13.04	86.95
	04-05	79	.00	1.26	25.31	54.43	18.98	73.41
	03-04	60	.00	5	31.66	56.66	6.66	63.32

### 3 Year Proficient and Advanced Trend



#### Grade 10 Proficient/Advanced Data Discrepancies:

- ELL
- Hispanic
- SPED
- At risk

Grade 10 groups of at risk of not performing at 2006 AYP target of 60.25% partially proficient and above:

ELL- 26%

Hispanic- 54%

SPED- 19%

At-risk- 36%

## TARGETS FOR THE 2006-07 SCHOOL YEAR

**Math Goal 1(Proficient and Advanced):** 9th AND 10TH grade NHS students will achieve the following levels of proficiency on the 2007 CSAP math test:

2007 CSAP MATH GOAL AREA	2007 GOAL	2006 GRADE LEVEL PERFORMANCE	2006 COHORT PERFORMANCE
9 <sup>TH</sup> PROFICIENT AND ADVANCED	<b>32%</b>	29%	31%
10 <sup>TH</sup> PROFICIENT AND ADVANCED	<b>30%</b>	24%	29%

**Math Goal 2 (AYP):** Meet "Safe Harbor" AYP provisions by reducing 2007 unsatisfactory CSAP math performance by 10% among ELL, and SPED students.

### Previous Year's Goal Summary:

Previous Goal	Actual Performance/Gain over Previous Year
9 <sup>th</sup> Part Prof and above to 60%	62% (+2%)
10 <sup>th</sup> Part Prof and above to 60%	65% (+5%)

### Benchmarks:

- November PLAN Math Test scores will exceed a composite average of 15.4.
- November EXPLORE Math Test scores will exceed a composite average of 15.4.
- Students taking common course assessments in 9<sup>th</sup> and 10<sup>th</sup> grade Math classes will demonstrate at least 60% partially proficient and above performance.

## MATH IMPROVEMENT PLAN

STRATEGIES	TIMELINE	RESOURCES NEEDED
<p>NHS has adopted the research-based Professional Learning Community model (PLC). Faculty will work in teams to review essential course outcomes and develop common course assessments to measure progress. If progress is not measured, remediation plans will be developed to address the needs of students performing below standard. Further details are discussed in the appendix.</p>	<ul style="list-style-type: none"> <li>• Monthly PLC meetings</li> <li>• Asst. Principal will monitor progress and report monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Early release time</li> <li>• Professional development</li> <li>• Administration</li> </ul>
<p>NHS has implemented the CMIC math program into the math curriculum for the 2006-07 school year. Students take on grade level courses with the few exceptions taking a ..... course for remediation.</p>	<ul style="list-style-type: none"> <li>• All year</li> </ul>	<ul style="list-style-type: none"> <li>• New CMIC curriculum</li> <li>• Administration</li> <li>• Professional development</li> <li>• Release time</li> </ul>
<p>Specially designed weekly mini-assessments with accompanying instruction—will ensure all 9<sup>th</sup> and 10<sup>th</sup> grade math students have access to standards-driven common course concepts. Students receive ordinary class credit for these quizzes.</p>	<p>Weekly</p>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Department facilitator</li> <li>• Professional development</li> <li>• District and building math coaches</li> </ul>
<p>A .2 FTE Math Student Achievement Coach has been funded for the 2006-07 school year. This position will coach newly hired math teachers, support targeted math classes containing high numbers of low-performing students, develop standards-based materials, and model best-practice techniques.</p>	<p>Monthly progress reviews with Results Team</p>	<ul style="list-style-type: none"> <li>• Professional development</li> <li>• District math coach</li> </ul>

<p>SPED math strategies to be implemented include: reduced class size in Math Studies and Math Modules, the addition of a level I and II curriculum to the Math Studies classes, the assignment of paraprofessionals to targeted classes, an adoption process for new SPED math texts, appropriate use of the A Plus software for differentiation, assignment of UCDHSC teacher candidates as tutors, continuation of standards-based lessons, collaboration with the district math coach, and targeted support for SPED students in mainstream math classes.</p>	<p>Monthly progress reviews with Results Team</p>	<ul style="list-style-type: none"> <li>• Staffing budget</li> <li>• District and building math coaches</li> <li>• Technology</li> <li>• Paraprofessional staff</li> <li>• Instructional budget</li> <li>• UCDHSC partnership</li> </ul>
<p>9<sup>th</sup> and 10<sup>th</sup> grade students performing below proficiency have been placed in the newly created math extensions class. This class focuses on remediation and instruction across the standards.</p>	<p>Ongoing; Progress to be monitored by data analyst</p>	<ul style="list-style-type: none"> <li>• Staffing budget</li> <li>• Building and district math coaches</li> </ul>
<p>In October and February, a comprehensive examination of standards based concepts will be given. The scores will be reported so that progress towards goals can be assessed. Teachers will analyze data from these assessments to adjust curriculum and teaching strategies. Classes piloting the new <i>CORD</i> math curriculum will take an assessment developed by the district math specialist. Students in all other Trans Math, Algebra I, Geometry, and Algebra II classes will take the NHS assessment. Students in Accelerated courses will only take the Spring assessment.</p>	<p>Scores reported by the last day of October and February</p>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Technology</li> <li>• Department facilitator</li> <li>• Professional development</li> </ul>

<p>ELL Algebra students with limited English proficiency are placed in a class taught by a teacher who has completed training in sheltered language instruction.</p>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Progress monitoring by Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing budget</li> <li>• ELL coach</li> </ul>
<p>The NHS staffing budget supports the development of advanced math students by permitting 17 middle school students to take math at the high school level at no cost to the middle school.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Staffing budget</li> </ul>
<p>A departmental review of the Trans Math and Algebra I curriculums will be continued to ensure support of CDE standards. Model units and lessons supporting advanced standards-based learning will be implemented in the Trans Math and Algebra I curriculums.</p>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Progress monitoring by data analyst</li> </ul>	<ul style="list-style-type: none"> <li>• District math coordinator</li> <li>• Department assessment coordinator</li> <li>• Department</li> </ul>
<p>Several NHS foundations math and algebra I classes are piloting the second year of the new CORD math curriculum. These teachers have undergone extensive professional development and are collaborating to monitor progress of students. The district secondary math specialist is regularly coaching these teachers. The effort has been supported with the purchase of classroom sets of TI 83 calculators and the lab materials called for by the curriculum.</p>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Progress monitoring during NGHS principal/math specialist meetings</li> </ul>	<ul style="list-style-type: none"> <li>• District secondary math specialist</li> <li>• Instructional budget</li> </ul>
<p>As a new math curriculum is adopted, NHS will allocate all possible resources to ensure a successful implementation. This allocation is planned to reduce the achievement dip generally seen the first year of a math curriculum adoption.</p>	<p>Spring 2006</p>	<ul style="list-style-type: none"> <li>• 2006 Staffing budget</li> <li>• Professional development budget carry-over</li> <li>• 2006 Instructional budget</li> </ul>

In order to increase the use of student data in guiding instructional decisions, data is available to all teachers to help identify effective instructional practices.	Ongoing	<ul style="list-style-type: none"> <li>• Scholarsmart</li> <li>• Data</li> <li>• Data Analyst</li> </ul>
A number of other interventions are named and explained in the technology, differentiation, community involvement and professional development section of this workbook.		
Improve Testing conditions for students.	Ongoing throughout school year	
<p>Introduction of new <i>CMIC</i> math program for all grade/performance levels.</p> <ul style="list-style-type: none"> <li>• Program design to accommodate students not on or at grade level to take extensions course that will help remediate them to take on grade level course the following year.</li> <li>• All math staff along with SPED department chair, and curriculum and instruction Assistant Principal have/will continue to be trained in the program.</li> </ul>	3 Year Plan	

## SCIENCE GOAL FOR 2006-2007

GRADE LEVEL	DISTRICT	NORTHGLENN HS
10 <sup>TH</sup>	41%	37.27%

## COMPETENT GOAL AREA SCIENCE 05-06

NO SCORE	2%
UNSATISFACTORY	35%
PARTIALLY PROFICIENT	26%
PROFICIENT/ADVANCED	37%

## SCIENCE 05-06 DATA ANALYSIS

<u>Group</u>	<u>Year</u>	<u># of Students</u>	<u>% No Score</u>	<u>% Unsat.</u>	<u>% Par. Prof.</u>	<u>% Prof.</u>	<u>% Advan.</u>	<u>% Prof &amp; Advan.</u>
All Students	05-06	534	2.06	35.02	25.66	35.58	1.69	37.27
	04-05							
	03-04							
Female	05-06	247	2.83	35.22	29.55	31.98	.40	32.38
	04-05							
	03-04							
Male	05-06	287	1.39	34.84	22.3	38.68	2.79	41.47
	04-05							
	03-04							
Hispanic	05-06	194	3.09	49.48	24.74	22.68	.00	22.68
	04-05							
	03-04							
Caucasian	05-06	293	1.02	23.55	27.65	44.71	3.07	47.78
	04-05							
	03-04							
Asian	05-06	30	3.33	53.33	16.67	26.67	.00	26.67
	04-05							
	03-04							
Spec. Ed.	05-06	36	5.56	63.89	19.44	8.33	2.78	11.11
	04-05							
	03-04							
ELL	05-06	35	2.86	85.71	5.71	5.71	.00	5.71

	04-05							
	03-04							
At-Risk	05-06	78	2.56	56.41	29.49	11.54	.00	11.54
	04-05							
	03-04							
Gift. & Tal.	05-06	23	.00	.00	4.35	91.3	4.35	95.65
	04-05							
	03-04							

## TARGETS FOR THE 2006-07 SCHOOL YEAR

**SCIENCE GOAL 1** - 10<sup>TH</sup> GRADE SCIENCE STUDENTS AT NHS WILL ACHIEVE THE FOLLOWING LEVELS OF ACHIEVEMENT ON THE 2007 CSAP SCIENCE TEST.

2007 SCIENCE GOAL AREA	2007 GOAL	2006 GRADE LEVEL PERFORMANCE	2006 COHORT PERFORMANCE
10 <sup>TH</sup> PROFICIENT/ADVANCED	41%	37%	NA

**SCIENCE GOAL 2 (AYP)** NHS WILL MEET "SAFE HARBOR" AYP PROVISIONS BY REDUCING THE NUMBER OF 2007 UNSATISFACTORY CSAP SCIENCE SCORES BY 10% IN HISPANIC AND SPECIAL EDUCATION STUDENTS.

- HISPANIC 49.48% (5 STUDENTS)
- SPED 63.89% (6.4 STUDENTS)

\*\* ELL AND AT RISK UNSATISFACTORY SCORES WERE NOTED AS WELL.

\*\* MANY STUDENTS FALL INTO MULTIPLE CATEGORIES AT NHS.

### BENCHMARKS:

- NOVEMBER PLAN SCIENCE SCORES WILL EXCEED A COMPOSITE AVERAGE OF 15.6. (2005- 15.3)
- NHS 10<sup>TH</sup> GRADE STUDENTS WILL ACHIEVE 60% PROFICIENT/ADVANCED ON PLAN/ACT. (2005- 57%)

## SCIENCE IMPROVEMENT PLAN

STRATEGIES	TIMELINE	RESOURCES NEEDED
ELL department will continue to partner with the science department in one sheltered class with direct support from the ELL department to monitor student achievement.	Ongoing through school year.	<ul style="list-style-type: none"> <li>• ELL department</li> <li>• Science teacher</li> </ul>
2006-07 School year, NHS will provide all 9 <sup>th</sup> grade students with a Biology class. One half of our 10 <sup>th</sup> grade students will also be taking Chemistry this school year with the other half taking Chemistry in their Junior year.	2006-07 and 2007-08 school years.	<ul style="list-style-type: none"> <li>• Science classrooms</li> <li>• Science Textbooks</li> <li>• FTE</li> </ul>
Science department was introduced to and will continue to get more use from Mastery Manager, an assessment scoring program that identifies specific areas of deficiency on assessments for teachers to use for planning and instruction.	Ongoing 2006-07	<ul style="list-style-type: none"> <li>• Mastery manager software</li> <li>• Data input</li> <li>• Time</li> <li>• Technology</li> </ul>
Science staff has gained interest from science students by sponsoring both a science and MESA co-curricular club.	October to June	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Co curricular budget</li> </ul>
One science teacher took the role of monitoring our Norse 101 program where we identified a group of at risk incoming freshman and support them throughout the school year with rewards, incentives, and academic help.	Ongoing	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Technology</li> <li>• Budget</li> <li>• Time</li> </ul>
Assistant Principal for data will have discussions with Science Dept. chair to discuss science	October- March Ongoing through	<ul style="list-style-type: none"> <li>• Technology</li> <li>• AP in charge of data/accountability</li> <li>• Department</li> </ul>

assessment results, classroom data, and science item maps for the department to use for instruction purposes.	school year.	<ul style="list-style-type: none"> <li>• Faculty Time</li> </ul>
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## SUPPORT STRUCTURES FOR ATTAINMENT OF READING, WRITING AND MATH GOALS FOR 2006-2007

Support Structures	Implementation Method
Professional Development:	<p>NHS developed a comprehensive three year professional development plan around <b>Achieve, Belong, and Care</b>. The development and implementation of PLC's for all staff twice a month on late start days, staff had an opportunity to choose from nine different categories in three application areas. One being discussion, the second being research and the third around action planning. The nine identified areas signify or guide us toward positively affecting our school environment (climate and culture).</p>
Technology:	<p><b>Vision-</b> NHS continues to make advances in its educational technology efforts. It continues to provide increased lab space with 11 computer labs and a computer to student ration of under 4.6 to 1. Students and faculty have easy access to the vast resources of the world wide web and the research databases provided by the district and building. As technological resources have expanded we have noticed an increase in the use of integrated technology in student work.</p> <p>Highlights to our comprehensive technology program:</p> <p><b>Technology Infrastructure-</b> The 2005 renovation significantly updated our technology infrastructure. All computers were updated with most recent operating system and computers not able to handle the system were replaced or attached to the network via terminal clients. As a result, all student access computers meet the minimum district hardware expectations. We continue to install and purchase LCD projectors for staff to use for instructional purposes as we move toward a goal of large digital projection in all classrooms. Wireless networking covers 95% of the campus and was updated with high speed technology.</p>

	<p><b>Technology Coordinators-</b> NHS employs a .FTE technology coordinator and 2.0 classified technology paraprofessionals. They model teaching strategies, assist staff in development of students activities, and offer professional development support.</p> <p><b>Kurzweil 3000-</b> Introduced in 2005-06- This is a district supported application for Windows. It is a reading, writing, and learning solution for individuals of all ages with learning difficulties like dyslexia, attention deficit disorder (ADD), and multiple other learning abilities.</p> <p><b>Integrade Pro-</b> All teachers now use Integrade Pro and student progress is uploaded for parent access and athletic eligibility on a weekly basis. Parents can request email progress reports from all teachers, or access the information via Scholarsmart.</p> <p><b>TI 83 Calculators-</b> Classroom sets of TI 83's are available to any class.</p> <p><b>Scholarsmart-</b> All faculty are trained in the use of Scholarsmart technology. Advanced users are working with manipulation of data for instructional purposes.</p>
<p><b>Differentiation Strategies (Gifted and Talented, Special Education, English Language Learners, At Risk, etc.):</b></p>	<p>Differentiation-</p> <ol style="list-style-type: none"> <li>1. A variety of ways for students to explore curriculum.</li> <li>2. A way for students to understand information and explore ideas about activities/processes.</li> <li>3. A way for students to demonstrate what they learned.</li> </ol> <p>Examples of:</p> <p><b>SIOP-</b> 17 NHS teachers have completed levels of the Sheltered Instruction Observation Protocol training and plans are being developed to increase this number. This methodology for viewing and planning ELL instruction will help us better serve second language students.</p> <p><b>ELL Coach-</b> NHS will continue collaborating with the district ELL coach by consulting with her</p>

	<p>and observing skills.</p> <p><b>NORSE 101</b>- In collaboration with Niver Creek MS, NHS offered a ready for high school program to both incoming students and the previous year's NORSE 101 students. The program works with this group of students to provide resources and meet the needs of students. These students most of whom are at risk, have been provided school supplies, school spirit items, and a system of rewards. Their progress will be monitored by the two NORSE 101 coordinators.</p> <p><b>SPED Case Managers</b>- Case managers are responsible for reviewing, maintaining, communicating, and implementing support structures directly outlined and related to the students' IEP. Through collaboration with staff, case managers will continue to improve SPED student success. Theses efforts are actively supported by the NHS staff and administration.</p>
<p><b>Family and Community Involvement:</b></p>	<p>NHS continues to support and promoted family and community involvement. In September, NHS held it's first Back to School night where parents had a chance to meet their students' teachers, walk a portion of their schedule, talk with counselors, and get acclimated to the NHS culture and environment. NHS is also proud to be working directly with the district representative for Padres Unidos, a community group supporting and uniting Latino education. Our partnership with Northglenn Dodge continues to provide additional funding to promote student achievement as does our parent run All School Booster program that have a large hand in our after prom procedures and costs.</p>

# BUDGET ALLOCATION FOR 2006-2007 GOALS

## *Departmental Budget Requests*

Departmental instructional budget requests varied according to department staff size and cost of materials. The individual requests, represented as percentages of the total request, are shown in Figure 2.

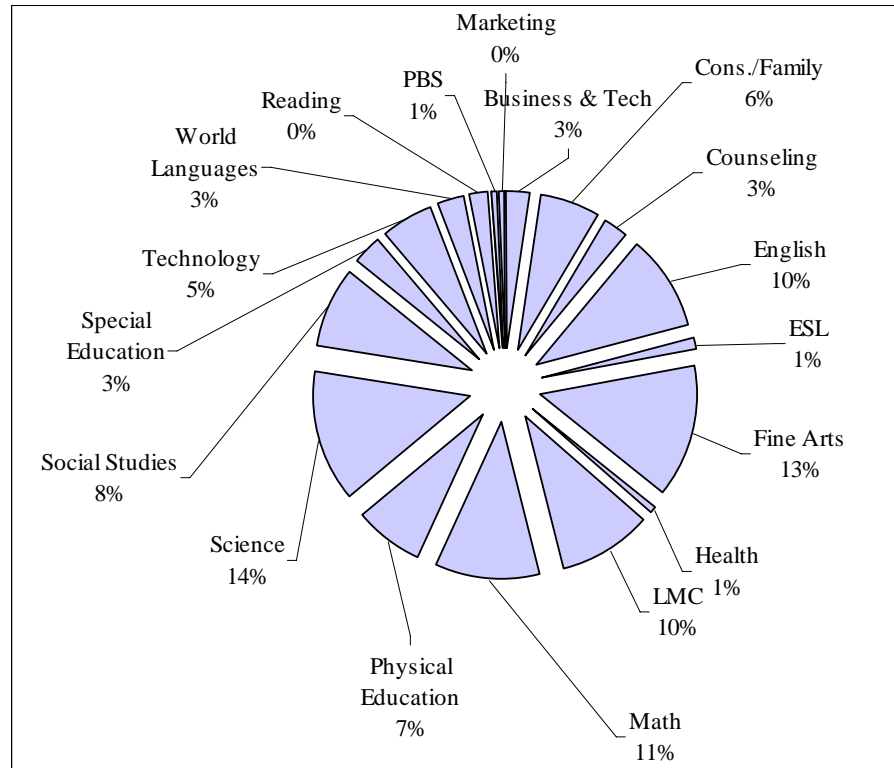


Figure 1: Departmental Requests, by Percentage of Total Request

These requests include the fee and field trip requests. Some of the requests are for special programs that are over and above individual department requests. These include:

- Reading classes – Next year there will be an increase by 40% in the staffing for this separate remediation program that is not covered under regular department budgets.

- PBS – This funding request is in support of the Positive Behavior Support team’s work to foster positive expectations throughout the school.

## 2006/2007 Budget Allocations

The Budget Allocation Committee met on April 26, 2006 to review the instructional budget requests. There was one request that stood out as vital need to the school as a whole. The Math Department is undergoing a major curricular realignment, and there are extensive curricular funding needs to support that. Figure 3 shows the amount each department was allocated as a percent of the total instructional budget.

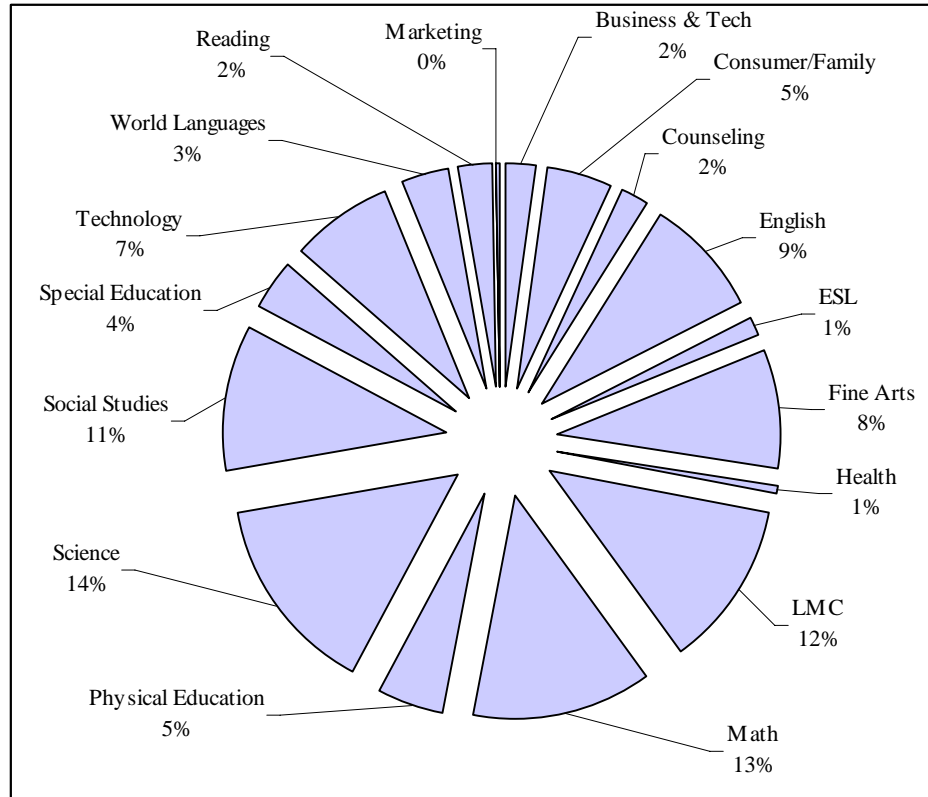


Figure 2: Departmental Allocations, by Percentage of Total Instructional Budget

After reviewing the request documents and pulling out fee amounts, the shortage of \$45,328 was accommodated by first awarding Math and Reading the requested increases, and then starting all other requests at last year’s budget, unless the requested amount for this year was lower. This still left over \$20,000 to be removed, so we reduced each amount of photocopy requests by 20%. This is based on a pilot study within the administration that demonstrated

significant savings through the utilization of the district Print Shop. Departments will be encouraged to utilize that facility as much as possible and training on the process will be provided next year. Lastly, amounts had to be uniformly reduced by an additional 0.68% to reach the final allocations. The actual dollar amounts and additional notes concerning departmental budget allocations can be found in Appendix A.

Department	2006/2007 Budget Allocation
Business	\$4,370
Consumer/Family Studies	\$9,105
Counseling	\$3,898
English	\$17,191
ELL	\$2,648
Fine Arts	\$16,642
Health	\$1,167
LMC	\$23,721
Math	\$25,565
Physical Education	\$9,280
Science	\$28,317
Social Studies	\$20,975
Special Education	\$7,294
Technology	\$14,699
World Languages	\$6,382
Reading	\$4,722
Marketing	\$724
<b>Total</b>	<b>\$196,700.00</b>

## APPENDIX A

### Post Graduate Plans Class of 2006- 83% attending schools of higher education

<i>Class of 2006 %</i>	<i>Post high school plans</i>
54	4 year college/university
22	2 year college
7	Trade/technical schools
4	Military
4	Work
3	Other
6	Undecided at time of report

## APPENDIX B: 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 by 2007.

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

**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, Asians, 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.

**CLIP (Collaborative Literacy Intervention Program):** CLIP trains teachers in the reading process so they can provide intensive reading intervention for first grade students. Teachers provide either one-on-one or small group tutoring for thirty minutes a day for 60-80 days to allow struggling first grade readers to catch up with the middle of their class.

**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 late March through early April of each year. In the spring of 2004, tests were administered to students in the following content areas and grades:

Reading	Grades 3-10
Writing	Grades 3-10
Math	Grades 5-10
Science	Grade 8

**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.

**Connected Math:** *Connected Mathematics*, developed by the Connected Mathematics Project (CMP), is a comprehensive, problem-centered mathematics program designed for all students in Grades 6-8. Each grade level is a full-year program, and in each of the three grade levels, topics of number, algebra, geometry/measurement, probability, and statistics are covered in an increasingly sophisticated manner. The program makes connections within mathematics, between mathematics and other subject areas, and to the real world.

**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.

**ELL:** English Language Learners

**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.

**EXPLORE test:** The EXPLORE test is given to all 9<sup>TH</sup> graders in November. It is best described as a pre-ACT assessment. The test includes an educational inventory and career interest inventory in addition to ACT style questions. It is a good predictor of ACT success.

**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.

**Impact Math:** *Impact Mathematics* is a comprehensive mathematics program developed in cooperation with Education Development Center, Inc. for Grades 6-8. The program was designed specifically for middle school students. The program offers informal to formal

concept development, problem solving, consistent, on-going practice and review in computation, and connections between all strands of mathematics; number, measurement, algebra, geometry, probability and statistics.

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

**LAS (Language Acquisition Scales)**: LAS is an English proficiency assessment given to English Language Learners

**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.

**Multi-sensory Reading Instruction**: Multi-sensory 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 Organization (IBO) and are intended to span five years.

**(NWEA) Level Tests:** The NWEA Achievement Level Tests are a series of tests, aligned with local and state standards, which provide information about student academic growth and learning. In 2003-2004, Level Tests in Math and Science were administered to all students in grades 3-8. The Reading and Language Tests were optional for grades 3-8.

**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.

**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.

**PLAN test:** The PLAN test is given to all sophomores in November. It is best described as a pre-ACT assessment. The test includes an educational inventory and career interest inventory in addition to ACT style questions. It is a good predictor of ACT success and thought to be one of our best counseling tools.

**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:** 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.
- **Extracurricular / Co-curricular Activities:** School sponsored activities would include any group that had a school funded sponsor and the activity was held beyond the regular school day. Further, the co-curricular program as provided for students, encompasses all special interest clubs, sports, academic teams/clubs, and organizations that, again, meet outside of the regular school day.
- **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.

**Reconstitution:** A school placed on Accreditation Watch, Probation or Non-Accredited may be reconstituted. This can include transfer or dismissal of any or all staff and revocation of site-based decision-making.

**Release Day:** A designated day of each week on which students are released early so that staff may participate in Professional Development Activities.

**SAC (School Achievement Coach):** Each elementary and middle school is allocated .5 FTE to coach teachers in instructional strategies with the purposes of improving student achievement.

**SAR (School Accountability Report):** SARs are published by the Colorado Department of Education in compliance with C.R.S. 22-7-605. The reports provide the public with student achievement and discipline data for the previous year, along with information regarding staff and teacher qualifications and financial reporting.

**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.)

**UCD Partnership:** Northglenn High School has been a partner school of the University of Colorado at Denver for 11 years. The partnership emphasizes teacher education, inquiry, and instructional excellence. A site professor and site coordinator are assigned the building.

## APPENDIX C: 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
CLIP	Collaborative Literacy Intervention Program
CMIC	Contemporary Math In Context
CRT	Criterion Referenced Test
CSAP	Colorado Student Assessment Program
CSEA	Classified School Employees Association
CVA	Colorado Vocational Act
DAT	District Administrative Team
DBRAC	District Budget Review Advisory Committee
DLRPC	District Long Range Planning Committee
DLT	District Literacy Team
DRA	Developmental Reading Assessment
DSIT	District School Improvement Team
DST	District Support 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
IEP	Individualized Education Program
LAP	Literacy Achievement Plan
LAS	Language Acquisition Scales
LC	Literacy Coordinator
LD	Learning Disability
LEP	Limited English Proficient
McREL	Mid-continent Research for Education and Learning
MYP	(International Baccalaureate) Middle Years Programme
NCLB	No Child Left Behind
NEP	Non-English Proficient
NWEA	Northwest Education Association
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