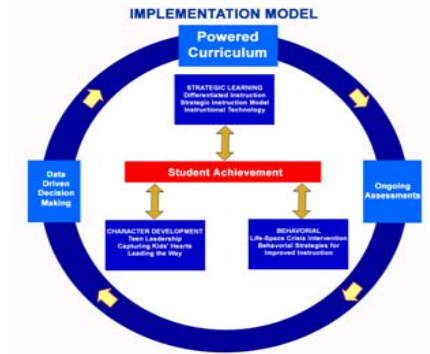


Connecticut Technical High School System

School Improvement Plan for A.I. Prince, E.C. Goodwin, Eli Whitney, and J.M. Wright Technical High Schools

Five Year Plan 2007-2012

CTHSS District Improvement Status:	Did not meet Adequate Yearly Progress (AYP) Target. District identified as “In Need of Improvement Year 3”
A.I. Prince School Improvement Status:	Did not meet Adequate Yearly Progress (AYP) Target. School identified as “In Need of Improvement Year 5”
E.C. Goodwin School Improvement Status:	Did not meet Adequate Yearly Progress (AYP) Target. School identified as “In Need of Improvement Year 5”
J.M. Wright Improvement Status:	Did not meet Adequate Yearly Progress (AYP) Target. School identified as “In Need of Improvement Year 4”
Eli Whitney Improvement Status:	Did not meet Adequate Yearly Progress (AYP) Target. School identified as “In Need of Improvement Year 2”
Focus of Improvement Areas:	Mathematics, Reading and Writing



The mission of the Connecticut Technical High School System is to provide a unique and rigorous high school learning environment that:

- ensures both student academic success, and trade/technology mastery and instills a zest for lifelong learning;
- prepares students for post-secondary education, including apprenticeships, and immediate productive employment;
- and responds to employers' and industries' current and emerging and changing global workforce needs and expectations through business/school partnerships.

District Improvement Team

Abigail L. Hughes, Superintendent
 Pat Ciccone, Assistant Superintendent, Curriculum & Instruction
 Barbara St. Onge, School Improvement and Professional Development Consultant
 Darleen Foley, Special Education Consultant
 Laura Vega, ELL and English Language Arts Consultant
 Alex Pitsas, Mathematics Consultant
 Donna Wallace, DDDM
 Sandi Casberg, NCLB Consultant
 Jon Waleski, Electronics, IST and Graphics Consultant
 Dave Bauchiero, Intern, Construction Trades
 Kim Traverso, Student and Teacher Recruitment and School Counselor Consultant
 Keryn Felder, Data Management Research Unit
 Elizabeth Moon, Grant Accountant

Connecticut Technical High School System
School Improvement Plan for A.I. Prince, E.C. Goodwin, Eli Whitney, and J.M. Wright Technical High Schools

Five Year Plan 2007-2012

DISTRICT GOALS (Tier I Indicator):

Goal 1: Students will demonstrate high academic achievement

Objective 1: 60% of CTHSS students will score at or above the state goal on the four CAPT assessments.

Goal 2: Students will demonstrate mastery of their trade technology.

Objective 2: 80% of CTHSS students will score at or above the National Average on NOCTI tests.

Goal 3: Students will become physically fit.

Objective 3: 80% of CTHSS students will score at or above the standard on the Connecticut Physical Fitness Assessment.

Goal 4: Schools will increase their number of graduates.

Objective 4: 90% of entering 9th graders will graduate from their technical high school

Goal 5: Schools will successfully recruit and enroll qualified students

Objective 5: Each school's enrollment will be a minimum of 90%

Connecticut Technical High School System
School Improvement Plan for A.I. Prince, E.C. Goodwin, Eli Whitney, and J.M. Wright Technical High Schools

A.I. Prince Data

School Level Goals (Tier 2 Indicators) - (the following numbers are unadjusted scores)

Increase **Reading** proficiency for **all students** school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
CAPT (Proficient Level),	63	61.3	-1.7	81		66.3	71.3	76.3	81.3
CAPT (Goal level),	7.4	8.4	+1	60		13	18	23	28

*increase calculated as percentage points

Increase **Reading** proficiency in **black** subgroup by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
CAPT (Proficient Level),	62.7	52.7	-10	81		57.7	62.7	67.7	72.7
CAPT (Goal level),	7.8	12.7	+4.9	60		17.7	22.7	27.7	32.7

*increase calculated as percentage points

Increase **Reading** proficiency in **economically disadvantaged** by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
CAPT (Proficient Level),	61.8	65	+3.2	81		70	75	80	85
CAPT (Goal level),	8.8	7.5	-1.3	60		12.5	17.5	22.5	27.5

*increase calculated as percentage points

Increase **Writing** proficiency for **all students** school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
CAPT (Proficient Level),	68	88	+20	81		93	98		
CAPT (Goal level),	17.8	31	+13.2	60		36	41	46	51

*increase calculated as percentage points

Increase **Writing** proficiency in **black** subgroup by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
CAPT (Proficient Level),	70.6	65	+16.7	81		70	75	80	85
CAPT (Goal level),	13.7	7.5	+22.7	60		12.5	17.5	22.5	27.5

*increase calculated as percentage points

Connecticut Technical High School System
School Improvement Plan for A.I. Prince, E.C. Goodwin, Eli Whitney, and J.M. Wright Technical High Schools
A.I. Prince Data

Increase **Writing** proficiency in **economically disadvantaged** by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
CAPT (Proficient Level),	68.6	85	+16.4	81		70	75	80	85
CAPT (Goal level),	21.6	30	+8.4	60		12.5	17.5	22.5	27.5

*increase calculated as percentage points

Increase **Math** proficiency for **all students** school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
CAPT (Proficient Level),	36.3	66	+29.7	80		71	76	81	86
CAPT (Goal level),	5.2	13.5	+8.3	60		18.5	23.5	28.5	33.5

*increase calculated as percentage points

Increase **Math** proficiency in **Hispanic** subgroup by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
CAPT (Proficient Level),	39.2	62.8	+23.6	80		67.8	72.8	77.8	82.8
CAPT (Goal level),	6.8	14.9	+8.1	60		19.9	24.9	29.9	34.9

*increase calculated as percentage points

Increase **Math** proficiency in **economically disadvantaged** by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
CAPT (Proficient Level),	37.3	66.7	+29.4	80		71.7	76.7	81.7	86.7
CAPT (Goal level),	4.9	13.3	+8.4	60		18.3	23.3	28.3	33.3

*increase calculated as percentage points

Increase **Physical Education** for **female** students school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	District Target	School 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
Flexibility	33%	100%	+67	80					
Abdominal Strength & Endurance	39%	79%	+40	80		83	86.9	90.9	94.8
Upper Body Strength & Endurance	11%	53%	+42	80		55.7	58.3	61	63.6
Cardiorespiratory Endurance	15%	35%	+20	80		36.8	38.5	40.3	42

*increase calculated as percentage points

Connecticut Technical High School System
School Improvement Plan for A.I. Prince, E.C. Goodwin, Eli Whitney, and J.M. Wright Technical High Schools
A.I. Prince Data

Increase **Physical Education** for male students school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	District Target	School 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
Flexibility	68%	97%	+29	80		100			
Abdominal Strength & Endurance	83%	86%	+2	80		90.3	94.6	98.9	100
Upper Body Strength & Endurance	68%	82%	+14	80		86.1	90.2	94.3	98.4
Cardiorespiratory Endurance	32%	66%	+34	80		69.3	72.6	75.9	79.2

*increase calculated as percentage points

Increase **NOCTI** proficiency by a minimum of:

Program Name	06-07 Actual Meeting National Average	07-08 Actual Meeting National Average	Growth from 06-07 to 07-08	District 08-09 Target	School 08-09 Target	5 % points *	10 % points*	15 % points*	20 % points *
<u>Automotive Collision, Repair and Refinishing</u>	7.7%	10.0%	2.3%	80%		15.0%	20.0%	25.0%	30.0%
<u>Automotive Technology</u>	100.0%	28.6%	-71.4%	80%		33.6%	38.6%	43.6%	48.6%
<u>Carpentry</u>	0.0%	25.0%	25.0%	80%		30.0%	35.0%	40.0%	45.0%
<u>Culinary Arts</u>	100.0%	85.7%	-14.3%	80%		90.7%	95.7%	-	-
<u>Drafting Technology</u>	0.0%	20.0%	20.0%	80%		25.0%	30.0%	35.0%	40.0%
<u>Electrical</u>	60.0%	75.0%	15.0%	80%		80.0%	85.0%	90.0%	95.0%
<u>Fashion Technology</u>	72.7%	45.5%	-27.3%	80%		50.5%	55.5%	60.5%	65.5%
<u>Graphic Comm Tech</u>	0.0%	87.5%	87.5%	80%		92.5%	97.5%	-	-
<u>Hairdressing/Barbering</u>	100.0%	42.9%	-57.1%	80%		47.9%	52.9%	57.9%	62.9%
<u>Information Systems Technology</u>	71.4%	92.3%	20.9%	80%		97.3%	102.3%	-	-
<u>Manufacturing Technology</u>	75.0%	80.0%	5.0%	80%		85.0%	90.0%	95.0%	100.0%
<u>Masonry</u>	62.5%	14.3%	-48.2%	80%		19.3%	24.3%	29.3%	34.3%
<u>Plumbing and Heating</u>	0.0%	0.0%	0.0%	80%		5.0%	10.0%	15.0%	20.0%

*increase calculated as percentage points

Connecticut Technical High School System
School Improvement Plan for A.I. Prince, E.C. Goodwin, Eli Whitney, and J.M. Wright Technical High Schools

E.C. Goodwin

School Level Goals (Tier 2 Indicators) - (the following numbers are unadjusted scores)

Increase **Reading** proficiency for **all students** school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 %points*	10 %points*	15 % points*	20 % points*
CAPT (Proficient Level),	56.9	57.1	+2	81 %		62.9	67.9	72.9	77.9
CAPT (Goal level),	10.1	8.4	-1.7	60 %		13.4	18.4	23.4	28.4

*increase calculated as percentage points

Increase **Reading** proficiency in **Hispanic** subgroup by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10%points *	15 % points*	20 % points*
CAPT (Proficient Level),	50.9	59.6	+9.6	81 %		64.6	69.6	74.6	79.6
CAPT (Goal level),	9.1	9.4	+3	60 %		14.4	19.4	24.9	29.4

*increase calculated as percentage points

Increase **Reading** proficiency in **economically disadvantaged** by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10%point*	15 % points *	20 % points *
CAPT (Proficient Level),	54.1	53.1	-1	81 %		58.1	63.1	68.1	73.1
CAPT (Goal level),	11.5	9.1	-2.4	60 %		14.1	19.1	24.1	29.1

*increase calculated as percentage points

Increase **Writing** proficiency for **all students** school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 %points *	15 % points *	20 % points *
CAPT (Proficient Level),	59	76	+17	81 %		81	86	91	96
CAPT (Goal level),	14.8	15.6	+8	60 %		20.6	21.6	25.6	30.6

*increase calculated as percentage points

Increase **Writing** proficiency in **Hispanic** subgroup by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10%point*	15 % points*	20 % points*
CAPT (Proficient Level),	59.3	76.1	+20.4	81 %		82.8	87.8	92.8	97.8
CAPT (Goal level),	14.8	15.6	0.0	60 %		21.7	26.7	31.7	36.7

*increase calculated as percentage points

Connecticut Technical High School System
School Improvement Plan for A.I. Prince, E.C. Goodwin, Eli Whitney, and J.M. Wright Technical High Schools
E.C. Goodwin

Increase **Writing** proficiency in **economically disadvantaged** by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points*	10 % points*	15 % points*	20 % points*
CAPT (Proficient Level),	56.7	74.2	+17.5	81 %		79.2	84.2	89.2	94.2
CAPT (Goal level),	15.0	16.7	+1.77	60 %		21.7	26.7	31.7	36.7

*increase calculated as percentage points

Increase **Math** proficiency for **all students** school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points*	15 % points*	20 % points*
CAPT (Proficient Level),	56	72.4	+16.4	80 %		77.4	82.4	87.4	92.4
CAPT (Goal level),	10.2	25.0	+14.8	60 %		30	35	40	45

*increase calculated as percentage points

Increase **Math** proficiency in **Hispanic** subgroup by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points*	15 % points*	20 % points*
CAPT (Proficient Level),	57.4	65.4	+11.4	80 %		70.4	75.4	80.4	85.4
CAPT (Goal level),	7.3	18.9	+11.6	60 %		23.9	28.9	33.9	38.9

*increase calculated as percentage points

Increase **Math** proficiency in Economically disadvantaged by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points*	15 % points*	20 % points*
CAPT (Proficient Level),	57.4	68.8	+11.4	80 %		73.8	78.8	83.8	88.8
CAPT (Goal level),	10	15.2	+5.2	60 %		20.2	25.2	30.2	35.2

*increase calculated as percentage points

Increase **Physical Education** for **female** students school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	District Target	School 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
Flexibility	91%	89%	-2	80		93.5	98		
Abdominal Strength & Endurance	41%	46%	+5	80		48.3	50.6	53	55.2
Upper Body Strength & Endurance	45%	49%	+4	80		51.5	54	56.4	58.8
Cardiorespiratory Endurance	18%	14%	-4	80		14.7	15.4	16.1	16.8

Connecticut Technical High School System
School Improvement Plan for A.I. Prince, E.C. Goodwin, Eli Whitney, and J.M. Wright Technical High Schools
E.C. Goodwin

Increase **Physical Education** for male students school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	District Target	School 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
<u>Flexibility</u>	84%	69%	-15	80		72.5	75.9	79.4	82.8
<u>Abdominal Strength & Endurance</u>	95%	80%	-15	80		84	88	89	96
<u>Upper Body Strength & Endurance</u>	84%	60%	-24	80		63	66	69	72
<u>Cardiorespiratory Endurance</u>	37%	35%	-2	80		36.8	38.5	40.3	42

Increase **NOCTI** proficiency by a minimum of:

Program Name	06-07 Actual Meeting National Average	07-08 Actual Meeting National Average	Growth from 06-07 to 07-08	District 08-09 Target	School 08-09 Target	5 % points*	10 % points *	15 % points *	20 % points *
Automotive Technology	71.4%	66.7%	-4.8%	80%		71.7%	76.7%	81.7%	86.7%
Carpentry	42.9%	20.0%	-22.9%	80%		25.0%	30.0%	35.0%	40.0%
Culinary Arts	100.0%	46.7%	-53.3%	80%		51.7%	56.7%	61.7%	66.7%
Drafting Technology	100.0%	60.0%	-40.0%	80%		65.0%	70.0%	75.0%	80.0%
Electrical	71.4%	N/A	#VALUE!	80%		5.0%	10.0%	15.0%	20.0%
Electromechanical Technology	100.0%	100.0%	0.0%	80%		-	-	-	-
Electronics Technology	33.3%	100.0%	66.7%	80%		-	-	-	-
Fashion Technology	66.7%	66.7%	0.0%	80%		71.7%	76.7%	81.7%	86.7%
Graphic Comm Tech	100.0%	100.0%	0.0%	80%		-	-	-	-
Hairdressing/Barbering	76.9%	75.0%	-1.9%	80%		80.0%	85.0%	90.0%	95.0%
HVAC	40.0%	58.3%	18.3%	80%		63.3%	68.3%	73.3%	78.3%
Manufacturing Technology	66.7%	42.9%	-23.8%	80%		47.9%	52.9%	57.9%	62.9%
Plumbing and Heating	20.0%	28.6%	8.6%	80%		33.6%	38.6%	43.6%	48.6%

*increase calculated as percentage points

Connecticut Technical High School System
School Improvement Plan for A.I. Prince, E.C. Goodwin, Eli Whitney, and J.M. Wright Technical High Schools
Eli Whitney

School Level Goals (Tier 2 Indicators) - (the following numbers are unadjusted scores)

Increase **Reading** proficiency for **all students** school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points*	10 % points*	15 %points *	20 % points*
CAPT (Proficient Level),	55.6	53.6	-2	81 %		58.6	63.6	68.6	73.6
CAPT (Goal level),	8.7	3.6	-5.1	60 %		8.6	13.6	18.6	23.6

*increase calculated as percentage points

Increase **Reading** proficiency in **black** subgroup by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points*	15 % points*	20 % points*
CAPT (Proficient Level),	55.6	55.3	-2	81 %		60.3	65.3	70.3	75.3
CAPT (Goal level),	10.2	2.1	-8.1	60 %		7.1	12.1	17.1	22.1

*increase calculated as percentage points

Increase **Reading** proficiency in **Hispanic** subgroup by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points*	15 % points *	20 % points *
CAPT (Proficient Level),	61.9	51.7	-10.2	81 %		56.7	61.7	66.7	71.7
CAPT (Goal level),	7.8	5.2	-2.6	60 %		10.2	15.2	20.2	25.2

*increase calculated as percentage points

Increase **Reading** proficiency in **economically disadvantaged** by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points*	15 % points*	20 % points *
CAPT (Proficient Level),	56.8	49.4	-7.4	81 %		54.4	59.4	64.4	69.4
CAPT (Goal level),	9.8	4.6	-5.2	60 %		9.6	14.6	19.6	24.6

*increase calculated as percentage points

Increase **Writing** proficiency for **all students** school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points*	15 % points*	20 % points*
CAPT (Proficient Level),	60	80	+20	81 %		85	90	95	100
CAPT (Goal level),	17.9	9.8	-8.1	60 %		14.8	19.8	24.8	29.8

*increase calculated as percentage points

Connecticut Technical High School System
School Improvement Plan for A.I. Prince, E.C. Goodwin, Eli Whitney, and J.M. Wright Technical High Schools
Eli Whitney

Increase **Writing** proficiency in **black** subgroup by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points*	10 % points*	15 % points*	20 % points*
CAPT (Proficient Level),	54.5	74.5	+20	81 %		79.5	84.5	89.5	94.5
CAPT (Goal level),	14.8	6.4	-8.4	60 %		11.4	16.4	21.	

*increase calculated as percentage points

Increase **Writing** proficiency in **Hispanic** subgroup by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points*	15 % points*	20 % points*
CAPT (Proficient Level),	67.7	81	+11.3	81 %		86	91	96	100
CAPT (Goal level),	21.5	10.3	-11.2	60 %		15.3	20.3	25.3	30..

*increase calculated as percentage points

Increase **Writing** proficiency in **economically disadvantaged** by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points*	15 % points*	20 % points*
CAPT (Proficient Level),	63.4	78.2	+14.8	81 %		82.2	88.2	92.2	98.2
CAPT (Goal level),	17.9	11.5	-6.4	60 %		16.5	21.5	26.5	31.5

*increase calculated as percentage points

Increase **Math** proficiency for **all students** school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points*	15 % points*	20 % points*
CAPT (Proficient Level),	36.9	39.5	+3	80 %		44.5	49.5	54.5	59.5
CAPT (Goal level),	1.2	2.7	+1.5	60 %		7.7	12.7	17.7	22.7

*increase calculated as percentage points

Increase **Math** proficiency in **black** subgroup by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points*	15 % points*	20 % points*
CAPT (Proficient Level),	25	27.1	+2.1	80 %		32.1	37.1	42.1	47.1
CAPT (Goal level),	1.1	1.1	--1.1	60 %		6.1	11.1	17.1	21.1

*increase calculated as percentage points

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Eli Whitney

Increase **Math** proficiency in **Hispanic** subgroup by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
CAPT (Proficient Level),	47.6	49.2	+1.6	80 %		54.2	59.2	64.2	69.2
CAPT (Goal level),	1.6	5.3	+3.7	60 %		10.3	15.3	20.3	25.3

*increase calculated as percentage points

Increase **Math** proficiency in **economically disadvantaged** by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points*	15 % points*	20 % points*
CAPT (Proficient Level),	38.7	37.1	-1.6	80 %		42.1	47.1	52.1	57.1
CAPT (Goal level),	1.8	3.4	+1.6	60 %		8.4	13.4	18.4	23.4

*increase calculated as percentage points

Increase **Physical Education** for **female** students school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	District Target	School 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
Flexibility	95%	98%	+3	80		100			
Abdominal Strength & Endurance	29%	73%	+44	80		76.7	80.3	84	87.6
Upper Body Strength & Endurance	32%	66%	+34	80		69.3	72.6	75.9	79.2
Cardiorespiratory Endurance	14%	27%	+13	80		28.4	29.7	31	32.4

*increase calculated as percentage points

Increase **Physical Education** for **male** students school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	District Target	School 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
Flexibility	80%	100%	+20						
Abdominal Strength & Endurance	83%	89%	+6			93.5	98		
Upper Body Strength & Endurance	83%	82%	-1			86.1	90.2	94.3	98.4
Cardiorespiratory Endurance	38%	30%	+8			31.5	33	34.5	36

*increase calculated as percentage points

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Increase NOCTI proficiency by a minimum of:

Program Name	06-07 Actual Meeting National Average	07-08 Actual Meeting National Average	Growth from 06-07 to 07-08	School 08-09 Target	District 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
Automotive Technology	33.3%	33.3%	0.0%		80%	38.3%	43.3%	48.3%	53.3%
Carpentry	10.0%	16.7%	6.7%		80%	21.7%	26.7%	31.7%	36.7%
Culinary Arts	100.0%	100.0%	0.0%		80%	-	-	-	-
Drafting Technology	0.0%	30.0%	30.0%		80%	35.0%	40.0%	45.0%	50.0%
Electrical	44.4%	33.3%	-11.1%		80%	38.3%	43.3%	48.3%	53.3%
Fashion Technology	87.5%	25.0%	-62.5%		80%	30.0%	35.0%	40.0%	45.0%
Graphic Comm Tech	60.0%	0.0%	-60.0%		80%	5.0%	10.0%	15.0%	20.0%
Hairdressing/Barbering	60.0%	33.3%	-26.7%		80%	38.3%	43.3%	48.3%	53.3%
Manufacturing Technology	100.0%	75.0%	-25.0%		80%	80.0%	85.0%	90.0%	95.0%
Plumbing and Heating	0.0%	11.1%	11.1%		80%	16.1%	21.1%	26.1%	31.1%

*increase calculated as percentage points

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School Level Goals (Tier 2 Indicators) - (the following numbers are unadjusted scores)

Increase **Reading** proficiency for **all students** school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points*	10 % points*	15 % points*	20 % points*
CAPT (Proficient Level),	64.9	73.2	+8.3	81 %		78.2	83.2	88.2	93.2
CAPT (Goal level),	17	19	+2	60 %		24	29	34	39

*increase calculated as percentage points

Increase **Writing** proficiency for **all students** school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points*	15 % points*	20 % points*
CAPT (Proficient Level),	57	77	+20	81 %		82	97		
CAPT (Goal level),	10	19	+9	60 %		24	29	34	39

*increase calculated as percentage points

Increase **Math** proficiency for **all students** school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points *	15 % points*	20 % points*
CAPT (Proficient Level),	38.6	44.3	+5.7	80 %		49.3	54.3	59.3	64.3
CAPT (Goal level),	10	8	-2	60 %		13	18	23	28

*increase calculated as percentage points

Increase **Math** proficiency in **economically disadvantaged** by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	08-09 AYP Target	School 08-09 Target	5 % points *	10 % points*	15 % points*	20 % points*
CAPT (Proficient Level),		39.1		80 %		44.1	49.1	54.1	59.1
CAPT (Goal level),	6.7	8.3	+1.6	60 %		13.3	18.3	23.3	28.3

*increase calculated as percentage points

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	District Target	School 08-09 Target	5 % points *	10 % points *	15 % points*	20 % points *
Flexibility	100%	100%	∅	80					
Abdominal Strength & Endurance	83%	92%	+9	80		96.6	100		
Upper Body Strength & Endurance	35%	64%	+29	80		67.2	70.4	73.6	76.8
Cardiorespiratory Endurance	22%	40%	+18	80		42	44	46	48

*increase calculated as percentage points

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Increase **Physical Education** for male students school wide by a minimum of:

Annually as measured by	06-07 Actual	07-08 Actual	Growth from 06-07 to 07-08	District Target	School 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
Flexibility	80%	87%	+7	80		91.4	95.7	100	
Abdominal Strength & Endurance	88%	95%	+7	80		99.7			
Upper Body Strength & Endurance	76%	72%	-4	80		75.6	79.2	82.8	86.4
Cardiorespiratory Endurance	48%	54%	+6	80		57.2	59.4	62.1	64.8

*increase calculated as percentage points

Increase **NOCTI** proficiency by a minimum of:

Program Name	06-07 Actual Meeting National Average	07-08 Actual Meeting National Average	Growth from 06-07 to 07-08	08-09 SIP Target	District 08-09 Target	5 % points *	10 % points *	15 % points *	20 % points *
Automotive Collision, Repair and Refinishing	0.0%	100.0%	100.0%		80%	-	-	-	-
Automotive Technology	77.8%	0.0%	-77.8%		80%	5.0%	10.0%	15.0%	20.0%
Culinary Arts	100.0%	100.0%	0.0%		80%	-	-	-	-
Electrical	0.0%	15.4%	15.4%		80%	20.4%	25.4%	30.4%	35.4%
Hairdressing/Barbering	45.5%	37.5%	-8.0%		80%	42.5%	47.5%	52.5%	57.5%
Plumbing and Heating	40.0%	25.0%	-15.0%		80%	30.0%	35.0%	40.0%	45.0%

*increase calculated as percentage points

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Performance Expectations and Conditions for Academic Success ----- In Every Classroom

		Indicator	Supporting evidence and data
School Connectedness	1	90% of staff trained in Flippen (CKH) (by June 2009)	
	2	Flippen Strategies implemented daily: (on-going) Connecting with students (greeting, shaking hands, eye contact etc.)	
	3	Social contracts posted utilized in classrooms (on-going)	
	4	100% of two grade levels participating in Teen Leadership (by 2009-10 school year)	
	5	100% of student support staff and administrators trained in LSCI (by June 2009)	
	6	100% of Administrators trained in advanced LSCI (by December 3, 2008)	
	7	LSCI Strategies Implemented (on-going)	
	8	Utilize LSCI data collection tool to analyze discipline data at the school level. (on-going)	
	9	Implement the strategies outlined in "Creating Climates of Respect", <i>The Respectful School</i> (by June 2009)	
	10	100% of students will complete the School Connectedness survey by (February, 2009) 100% of staff will complete the School Connectedness survey by (October 2009)	
	11	Implement a school wide data team with at least two focused smaller feeder data teams (i.e. literacy, climate, technology, math, etc) (by June 2009)	
	12	Develop and implement a school level Parent Involvement Program (which includes the development of a school level Parent Involvement Policy and a School Parent Compact (by June 2009)	
Classroom Protocols	1	Written on the board: (on-going) <ul style="list-style-type: none"> • Lesson Objective • Language Objective • Homework assignments 	
	2	Schema activator/Closure required in lesson plan/ delivery (on-going)	
	3	Use a variety of formative assessments to adjust instruction and monitor student learning (i.e. check lists, questioning, quizzes, etc.) (on-going)	

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Performance Expectations and Conditions for Academic Success ----- *In Every Classroom*

		Indicator	Supporting evidence and data		
Meeting the needs of varied learners	1	90% of staff trained in DI (by June 09)			
	2	Unit Organizer utilized for instructional units*(training provided during DI series) (on-going)			
	3	List current and two additional school-wide strategies for the 2008-09 school year	Current Strategies (List below): • • • Evidence of use of new strategies in classrooms (List below): ▪ ▪		

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I. Structural Strategies related to Math					
Strategies that ensure student success	How will we monitor and provide evidence of implementation and effectiveness?				
<i>Increase time spent on Math instruction:</i>	The District will:	The Principal/School administrative team will:	The Teacher will:	Staff Responsible	Implementation Timeline
A. 5 periods of math lab per week	❖ Analyze school master schedule for alignment with district scheduling mandates	❖ Ensure that the master schedule provides math lab five periods per week for ninth and tenth-grade students. ❖ Ensure staff consistency in lab by cycle.			9/08
B. Schedule math double periods two times per week	❖ Analyze school master schedule for alignment with district scheduling mandates	❖ Ensure that the master schedule provides double periods of math, two times, per week for ninth and tenth-grade students.			09/08
C. Extended School Hours Program	❖ Review school developed Extended School Hours Program to support Math literacy activities. ❖ Develop ESH program evaluation instrument.	❖ Review goals of the ESHP and use student data (CMT, CAPT, and other assessments) to ensure students identified for program will be provided targeted practice in areas of need. ❖ Review student attendance and participation in program activities to determine effectiveness.			October (Annually)
<i>Develop collaborative opportunities for staff:</i>					
D. Schedule collaborative planning time for trade/technology teachers and math teachers	❖ Ensure that math, trade/technology, special education and ELL consultants will collaborate on interdisciplinary opportunities	❖ Ensure that the master schedule provides time for all math, math lab and trade/technology teachers to meet			Prior to start of each school year
E. Create math data team to include math classroom, math lab, special education, ELL and trade/technology teachers	❖ Use the district data team rubric to evaluate the effectiveness of math data team.	❖ Ensure the development and operation of a math data team as one feeder team to report to the school wide data team. ❖ Ensure the school's master schedule provides time for English Language Arts, SPED, ELL and Trade/Technology ❖ Create collaborative meeting time for Math Data Team ❖ Use the district data team rubric to evaluate the effectiveness of math data team			Prior to start of each school year

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II. Instructional Strategies related to Math

Strategies that ensure student success	How will we monitor and provide evidence of implementation and effectiveness						
<i>Implement strategies that ensure student success in Math</i>	The District will:	The Principal/School administrative team will:	The Teacher will:	Staff Responsible	Implementation Timeline	District Level Professional Dev; Technical Assistance & Resources	School Level Professional Dev; Technical Assistance & Resources
A. Develop and implement math literacy lab plans.	<ul style="list-style-type: none"> ❖ Collect review and provide feedback on completed school-based math literacy lab plans. 	<ul style="list-style-type: none"> ❖ Ensure that the math literacy lab strategy plan is developed collaboratively by the entire math department including ELL and SPED staff. ❖ Collect, review and provide feedback on the math literacy lab plan prior to submission to central office. ❖ Oversee the implementation of approved math literacy lab plan. ❖ Principal and Dept Head will review student work samples on cycle basis. 	<ul style="list-style-type: none"> ❖ Implement math literacy lab plan goals including recommended strategies. ❖ Collect and review student work samples on cycle basis. 		2008-2009	District will provide retraining in the effective use of instructional strategies.	<p>Resources:</p>

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II. Instructional Strategies related to Math

Strategies that ensure student success	How will we monitor and provide evidence of implementation and effectiveness						
<i>Implement strategies that ensure student success in Math</i>	The District will:	The Principal/School administrative team will:	The Teacher will:	Staff Responsible	Implementation Timeline	District Level Professional Dev; Technical Assistance & Resources	School Level Professional Dev; Technical Assistance & Resources
B. Develop individual student intervention math plans for all students who performed at CMT Level 1 (Below Basic) in Math and CAPT Level 1 (Below Basic) in Math for the 2009-10 school year	❖ Provide a template for individual student intervention math plans.	❖ Ensure the inclusion of Renaissance Learning (STAR and Accelerated Math) in individual student intervention math plans.	❖ Analyze student work and adjust individual student intervention math plans		October 2009	Provide training in Accelerated Math for all math, math lab, ELL and SPED staff assigned to math labs and/or math classrooms	
	❖ Randomly select and review student math plans	❖ Randomly select and review student individual student intervention math plans based upon expectations and articulated criteria	❖ Incorporate appropriate instructional strategies and utilize Renaissance Learning (STAR and Accelerated Math) based on individual student intervention math plans		2009-2010	Provide PD in the use of the individual student intervention math plans template.	Resources

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II. Instructional Strategies related to Math

Strategies that ensure student success	How will we monitor and provide evidence of implementation and effectiveness						
<i>Implement strategies that ensure student success in Math</i>	The District will:	The Principal/School administrative team will:	The Teacher will:	Staff Responsible	Implementation Timeline	District Level Professional Dev; Technical Assistance & Resources	School Level Professional Dev; Technical Assistance & Resources
C. Implement math curricula (Algebra I, Geometry and Algebra II) as evidenced in the use of the Math Instructional Support Guide . Implement the revised CTHSS Lesson Plan Template including a language objective.	❖ Conduct on-site visits to foster collaborative inquiry between district, administrators and teachers around student performance through the review of student work, classroom observations, document review and professional development objectives.	❖ Review lesson plans and conduct classroom observations to document implementation of the CTHSS Lesson Plan.	❖ Provide evidence of alignment across powered curriculum, lesson plans, assessments & student work.		2009-2010	❖ Provide training in the use of the lesson plan template ❖ Train math and math lab teachers in the use of the Math Instructional Support Guide ❖ Train staff on developing language objectives and strategies (i.e. from ELL handbook – Alex Pitsas & Laura Vega) by June 2009 ❖ Provide the SIP review team with on-site protocols to conduct site-visits three times a year ❖ Provide school based SIP team on-site protocols to conduct site visits three times a year.	
		❖ Ensure revised CTHSS Lesson Plan Template is used and reviewed for evidence of instructional strategies and language objective	❖ Reflect & adjust lesson plans based on review of student work and the inclusion of a language objective.		2009-2010		

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II. Instructional Strategies related to Math

Strategies that ensure student success	How will we monitor and provide evidence of implementation and effectiveness						
<i>Implement strategies that ensure student success in Math</i>	The District will:	The Principal/School administrative team will:	The Teacher will:	Staff Responsible	Implementation Timeline	District Level Professional Dev; Technical Assistance & Resources	School Level Professional Dev; Technical Assistance & Resources
D. Develop common formative assessments for Algebra I, Geometry and Algebra II		❖ Collect and review types and quality of common formative assessments for Algebra I, Geometry, and Algebra II on a cycle basis	❖ Pilot collaboratively-developed common formative assessments for Algebra I, Geometry, and Algebra II on a cycle basis to include students performing at low, mid and high ranges		Ongoing	Provide training in DDDM for all math teachers including math lab teachers and trade/technology teachers Provide Basic Common Formative Assessment (CFA) training for Gen. & Related DHs, selected teaching staff on Dec 4 th , 5 th and two additional days. Resources: District will provide the CFA application manuals. Provide CFA training for administrators Provide on-site CFA item development and analysis support (CALI Tech. Asst.)	Provide staff access to CFA certification training (spring and fall 09) (CALI-Tech. Assist.)

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II. Instructional Strategies related to Math							
Strategies that ensure student success	How will we monitor and provide evidence of implementation and effectiveness						
<i>Implement strategies that ensure student success in Math</i>	The District will:	The Principal/School administrative team will:	The Teacher will:	Staff Responsible	Implementation Timeline	District Level Professional Dev; Technical Assistance & Resources	School Level Professional Dev; Technical Assistance & Resources
E. Implement a department-wide math problem solving strategy		❖ Ensure that the math department problem solving strategy is being used	❖ Evaluate student work through the DDDM process to measure the effectiveness of the identified department-wide problem-solving strategy		Ongoing	<ul style="list-style-type: none"> ❖ Provide continued training in DDDM where appropriate through identified data team facilitator ❖ Provide PD in the identified department-wide problem solving strategies for all math and math lab instructors. 	<ul style="list-style-type: none"> ❖ Administrative teams will be provided on-going DDDM professional development through department meetings and/or District administrators meeting

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II. Instructional Strategies related to Math

Strategies that ensure student success	How will we monitor and provide evidence of implementation and effectiveness						
<i>Implement strategies that ensure student success in Math</i>	The District will:	The Principal/School administrative team will:	The Teacher will:	Staff Responsible	Implementation Timeline	District Level Professional Dev; Technical Assistance & Resources	School Level Professional Dev; Technical Assistance & Resources
F. Embed instructional/performance applications of math concepts/skills common in selected trade/technology areas and math curricula (Algebra I, Geometry, Algebra II)	❖ Identify Algebra I, Geometry, and Algebra II specific concepts and skills that are common in trade/technology.	❖ Review lesson plans and conduct classroom observations to document connections between math curricula (Algebra I, Geometry, and Algebra II) and applications in trade/technology	❖ Embed (district identified) explicitly shared trade/technology and math concepts and skills in the lesson plan ❖	Dept. Heads Teachers Consultants representing the following areas: Math, Trade, SPED and ELL	June 2009		Administrators will provide DDDM PD through department meetings.
	❖ Collaboratively develop instructional activities and assessments common in math and trade/technology curricula	❖ Review samples of student work	❖ Collaboratively review common math concepts/skills using student performance in Algebra I, Geometry, Algebra II, and trade/technology		June 2009		
			❖ Collect and analyze student work to evaluate effectiveness of instruction around the common concepts and skills related to trade areas.		June 2009		

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II. Instructional Strategies related to Math

Strategies that ensure student success	How will we monitor and provide evidence of implementation and effectiveness						
<i>Implement strategies that ensure student success in Math</i>	The District will:	The Principal/School administrative team will:	The Teacher will:	Staff Responsible	Implementation Timeline	District Level Professional Dev; Technical Assistance & Resources	School Level Professional Dev; Technical Assistance & Resources
G. Monitor and track progress of all students including subgroups using DWTAs, common formative assessments and other indicators (i.e. grades, homework assignments, etc) Algebra I, Geometry and Algebra II	❖ Provide data (DWTAs and other indicators) to schools for: <ul style="list-style-type: none"> • Algebra I, Geometry and Algebra II • All trade/technologies 	❖ Analyze summary data from DWTAs and other indicators <ul style="list-style-type: none"> • Algebra I, Geometry and Algebra II • All trade/technologies 	❖ Analyze data from DWTAs and other indicators <ul style="list-style-type: none"> • Algebra I, Geometry and Algebra II 	All Math and Math Lab instructors	Ongoing		
		❖ Randomly review common formative assessment results	❖ Analyze results from the common formative assessments that are developed at the course level through the data team process and make appropriate instructional adjustments		Ongoing		

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III. Strategies related to English/Language Arts

Strategies that ensure student success	How will we monitor and provide evidence of implementation and effectiveness				
<i>Increase time spent on language arts/literacy</i>	The District will:	The Principal/School administrative team will:	The Teacher will:	Staff Responsible	Implementation Timeline
A. 5 periods of language arts lab per week	<ul style="list-style-type: none"> ❖ Analyze school master schedule for alignment with district scheduling mandates 	<ul style="list-style-type: none"> ❖ Ensure that the master schedule provides language arts lab five periods per week for ninth and tenth-grade students. ❖ Ensure staff consistency in lab by cycle 			9/08
B. Extended School Hours Program	<ul style="list-style-type: none"> ❖ Review school to developed Extended School Hours Program to support English/reading literacy activities. ❖ Develop ESH program evaluation instrument. 	<ul style="list-style-type: none"> ❖ Review goals of the ESHP and use student data (CMT, CAPT, LAS Links and other assessments) to ensure students identified for program will be provided targeted practice in areas of need. ❖ Review student attendance and participation in program activities to determine effectiveness. 			October (Annually)
C. Create language arts data team to include English classroom, language arts lab, special education, ELL and trade/technologies teachers	<ul style="list-style-type: none"> ❖ Use the district data team rubric to evaluate the effectiveness of language arts data team. 	<ul style="list-style-type: none"> ❖ Ensure the school's master schedule provides time for English, Language Arts Lab, SPED, ELL and trade/technology teachers to meet. ❖ Ensure the development and operation of an English/Language Arts Data team as one feeder team to report to the school wide data team. ❖ Schedule collaborative meeting time for English/Language Arts Data Team. ❖ Use the district data team rubric to evaluate the effectiveness of language arts data team. 			Prior to start of every school year

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IV. Instructional Strategies related to English/Language Arts							
Strategies that ensure student success	How will we monitor and provide evidence of implementation and effectiveness						
<i>Implement strategies that ensure student success in language arts/literacy.</i>	The District will:	The Principal/School administrative team will:	The Teacher will:	Staff Responsible	Implementation Timeline	District Level Professional Dev; Technical Assistance & Resources	School Level Professional Dev; Technical Assistance & Resources
A. Develop and implement a language arts literacy lab plan	❖ Collect, review and provide feedback on completed school-based language arts literacy lab plans	❖ Ensure that the language arts literacy lab strategy plan is developed collaboratively by the entire English department including ELL and SPED staff.	❖ Implement language literacy lab plan goals including recommended strategies	All English and Language Arts Lab teachers	2008-2009	❖ District will provide retraining in the effective use of instructional strategies.	
		❖ Collect, review and provide feedback on the language arts literacy lab plan prior to submission to central office	❖ Collect and review student work samples on cycle basis.				
		❖ Oversee the implementation of approved Language Arts literacy lab plan					
		❖ Principal and Dept Head will review student work samples on cycle basis					

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IV. Instructional Strategies related to English/Language Arts							
Strategies that ensure student success	How will we monitor and provide evidence of implementation and effectiveness						
<i>Implement strategies that ensure student success in language arts/literacy.</i>	The District will:	The Principal/School administrative team will:	The Teacher will:	Staff Responsible	Implementation Timeline	District Level Professional Dev; Technical Assistance & Resources	School Level Professional Dev; Technical Assistance & Resources
B. Develop individual student literacy plan for targeted students 9-12 based on the analysis of CMT- (Below Basic), CAPT- (Below Basic), LASLinks Level 1 and 2 (By Oct. 2009)	<ul style="list-style-type: none"> ❖ Provide a template for individual Intervention Literacy Plan ❖ Randomly select and review literacy plans 	<ul style="list-style-type: none"> ❖ Randomly select and review student literacy plans 	<ul style="list-style-type: none"> ❖ Analyze student work and adjust individual student literacy plans 		October 2009		

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IV. Instructional Strategies related to English/Language Arts

Strategies that ensure student success	How will we monitor and provide evidence of implementation and effectiveness						
<i>Implement strategies that ensure student success in language arts/literacy.</i>	The District will:	The Principal/School administrative team will:	The Teacher will:	Staff Responsible	Implementation Timeline	District Level Professional Dev; Technical Assistance & Resources	School Level Professional Dev; Technical Assistance & Resources
C Implement English I, II, III, IV curriculum as evidenced in the use of the pacing guide, the Intervention Support Guide for Language Acquisition and the revised CTHSS lesson plan template for the 2009-10 school year.	❖ Conduct on-site visits to foster collaborative inquiry between the district, administrators, and teachers around student performance, through the review of student work, classroom observations and document review and professional development objectives	❖ Ensure CTHSS Lesson Plan Template is used and reviewed for evidence of use of instructional strategies and language objective	❖ Provide evidence of alignment across powered curriculum, lesson plans, assessments & student work.		2009-2010	❖ Provide training in the use of the revised CTHSS Lesson plan template ❖ Train English language arts lab teachers in the use of the Literacy Intervention Support Guide ❖ Train staff on developing language objectives and strategies (i.e. from ELL Handbook –Laura Vega) by June 2009	
		❖ Review lesson plans and conduct classroom observations to document.	❖ Reflect and adjust lesson plan based on review of student work and the inclusion of a language objective by 2009-10.				

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IV. Instructional Strategies related to English/Language Arts

Strategies that ensure student success	How will we monitor and provide evidence of implementation and effectiveness						
<i>Implement strategies that ensure student success in language arts/literacy.</i>	The District will:	The Principal/School administrative team will:	The Teacher will:	Staff Responsible	Implementation Timeline	District Level Professional Dev; Technical Assistance & Resources	School Level Professional Dev; Technical Assistance & Resources
D. Develop common formative assessments for English I, II, III, and IV		❖ Collect and review types and quality of common formative assessments for English I, II, III, IV on a cycle basis	❖ Pilot collaboratively -developed common formative assessments for English I, II, III, IV		Ongoing	<ul style="list-style-type: none"> ❖ Provide training in DDDM for all Language Arts teachers including language arts lab teachers and trade/technology teachers ❖ Provide Basic Common Formative Assessment (CFA) training for Gen. & Related DHs, selected teaching staff on Dec 4 & 5. Resources: District will provide the CFA application manuals. ❖ Provide CFA Supervision & Evaluation training for administrators ❖ Provide on-site CFA item development and analysis support (CALI Tech. Asst.) 	Provide staff access to CFA certification training (spring and fall 09) (CALI-Tech. Assist.)

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IV. Instructional Strategies related to English/Language Arts

Strategies that ensure student success	How will we monitor and provide evidence of implementation and effectiveness						
<i>Implement strategies that ensure student success in language arts/literacy.</i>	The District will:	The Principal/School administrative team will:	The Teacher will:	Staff Responsible	Implementation Timeline	District Level Professional Dev; Technical Assistance & Resources	School Level Professional Dev; Technical Assistance & Resources
E. Implement a Writing Across the Curriculum Program to assign a writing prompt once per cycle in the academic and trade/technology classes using the school-wide rubric		<ul style="list-style-type: none"> ❖ Monitor the effectiveness of the revised school-wide rubric ❖ Review samples of student writing for improvement across cycles. 	<ul style="list-style-type: none"> ❖ Assign a writing a prompt once per cycle in academic and trade/technology areas and provide feedback in using the school wide rubric. ❖ Assess student writing to measure student progress in every classroom (academic and trade/technology) ❖ Adjust instruction after analysis of student writing. ❖ Provide evidence of student performance over time. 		Ongoing	<ul style="list-style-type: none"> ❖ Provide DDDM training where appropriate 	School will provide training in the use of revised school wide rubric (on-going)

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IV. Instructional Strategies related to English/Language Arts

Strategies that ensure student success	How will we monitor and provide evidence of implementation and effectiveness						
<i>Implement strategies that ensure student success in language arts/literacy.</i>	The District will:	The Principal/School administrative team will:	The Teacher will:	Staff Responsible	Implementation Timeline	District Level Professional Dev; Technical Assistance & Resources	School Level Professional Dev; Technical Assistance & Resources
F. Use the instructional strategies outlined in the language arts literacy lab plan to access content across all areas (academic and trade/technology)		<ul style="list-style-type: none"> ❖ Ensure CTHSS Lesson Plan Template is used through the review and critique of weekly lesson plans for evidence of use of instructional strategies (i.e. unit organizer and others) ❖ Review lesson plans and conduct classroom observations for the use of instructional strategies (i.e. unit organizers and others) 	<ul style="list-style-type: none"> ❖ Review samples of student work that demonstrates effective use of strategies taught in language arts lab ❖ Document student feedback identifying specific use of instructional strategies, where used & when applied 		Ongoing	<ul style="list-style-type: none"> ❖ Provide retraining in the use of the CTHSS lesson plan template 	

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IV. Instructional Strategies related to English/Language Arts

Strategies that ensure student success	How will we monitor and provide evidence of implementation and effectiveness						
<i>Implement strategies that ensure student success in language arts/literacy.</i>	The District will:	The Principal/School administrative team will:	The Teacher will:	Staff Responsible	Implementation Timeline	District Level Professional Dev; Technical Assistance & Resources	School Level Professional Dev; Technical Assistance & Resources
G. Monitor and track progress of all students and by subgroup using DWTAs and common formative assessments and other indicators (i.e. grades, homework, etc.) for English I, II, III, and IV.	<ul style="list-style-type: none"> ❖ Provide data to schools for DWTAs and other indicators for: <ul style="list-style-type: none"> ○ Social Studies ○ English ○ All Trade Technologies 	<ul style="list-style-type: none"> ❖ Analyze summary data from DWTAs and other indicators for: <ul style="list-style-type: none"> ○ Social Studies ○ English ○ All Trade Technologies 	<ul style="list-style-type: none"> ❖ Analyze data from DWTAs and other indicators <ul style="list-style-type: none"> ○ Social Studies ○ English ○ All Trade Technologies ❖ Analyze results from the course-level common formative assessments through the data team process 		2009-2010		