Brownsburg High School

School Improvement Plan 2009-2010

Where everyone is responsible for every student.

Brownsburg High School Mission

The mission of Brownsburg High School is to prepare well-read, productive young adults who are effective problem solvers and decision makers. They will be confident lifelong learners able to thrive in a global technological society. To this end, the administration, faculty, and staff provide a safe and secure environment in which all students can learn. Because all students are valued individuals with unique personal and academic needs, the school offers a balance of traditional and innovative programs and strategies to help them develop their strengths and self-esteem. All students benefit from a climate of cultural diversity that increases their appreciation of different peoples. The school staff, parents, and the community share the mission of helping students become responsible and well rounded citizens.

School Improvement Goals 2009-2010

Each student at Brownsburg High school should graduate on time with his or her cohort. We will strive to improve the number of students graduating on time by breaking down the path to graduation into these benchmarks: a more personalized freshman experience; and successful passing of End of Course Assessments in Algebra I and English 10. As a result, each student at BHS will not only be graduating on time, but with the most rigorous coursework appropriate to that child in a personalized learning environment. NWEA and Core 40 scores provide data used for decision-making, as does the DOE At-Risk list.

Professional Development within Professional Learning Communities

The high school faculty was divided into six administrative groups (including Harris Academy) in order to increase communication and efficiency within the staff. Each administrator in the building has been assigned approximately 25 teachers, one of whom is a member of the School Improvement Team. We view these groups as professional learning communities as we embark on professional development including Cultural Competency training, Response to Intervention, and Olweus. An observation tool was introduced for walkthroughs that focuses on instructional best practice.

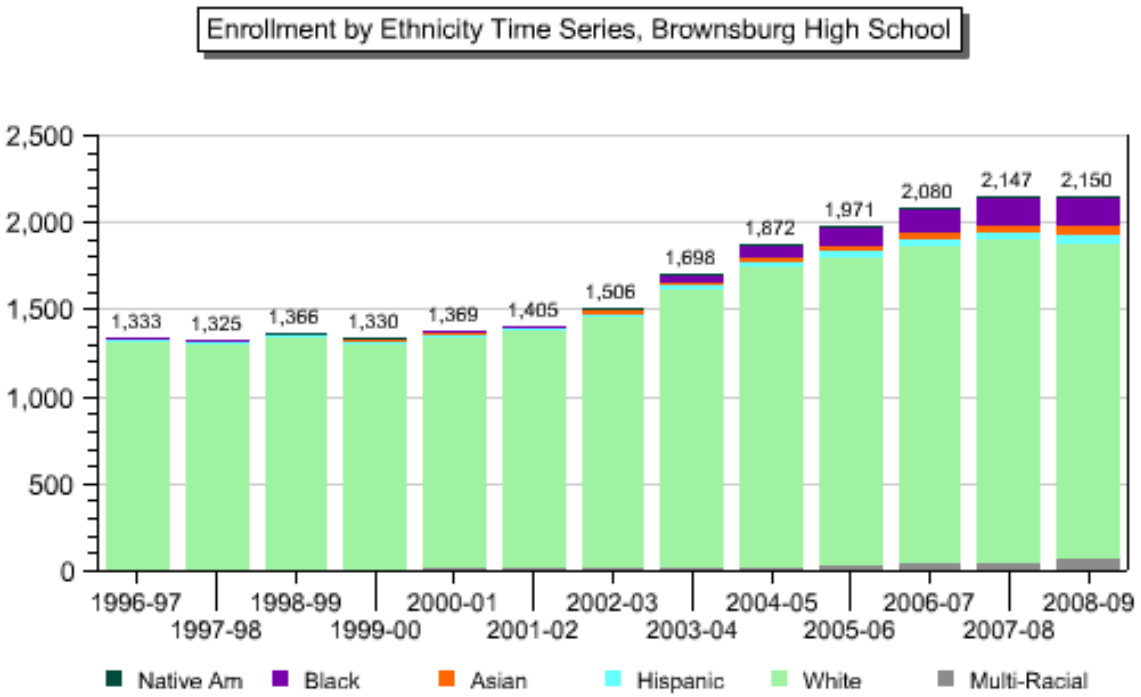
Brownsburg High School Profile

Brownsburg High School (BHS) is a comprehensive high school with 2204 students enrolled in grades 9 -12 for the 2009-2010 school year. The four-year high school experience culminates in the Senior Academy, where 477 students are enrolled.

Performance Data					
Year	Attendance Rate	Graduation Rate	Free Lunch Count	Reduced Lunch Count	Free Lunch Percent
1995-96	97.8%	97.1	27		2%
1996-97	96.8%	95.7	27	11	2%
1997-98	97.3%	97.9	27	23	2%
1998-99	97.2%	97.6	21	25	2%
1999-00	97.6%	98.5	20	23	2%
2000-01	97.4%	95.0	31	28	2%
2001-02	97.4%	97.7	36	33	3%
2002-03	97.2%	97.1	47	28	3%
2003-04	96.5%	87.8	73	69	4%
2004-05	96.2%	92.9	88	71	5%
2005-06	95.9%	85.3	107	62	5%
2006-07	95.8%	89.4	126	106	6%
2007-08	96.2%	92.1	160	148	7%
2008-09	**96.0%**	**N/A**			**8%**

Free Lunch Status – 2008-2009

Free	8%
Reduced	5%
Paid	87%



Ethnicity – 2008-2009

White	85%
Black	8%
Multiracial	3%
Asian	2%
Hispanic	2%

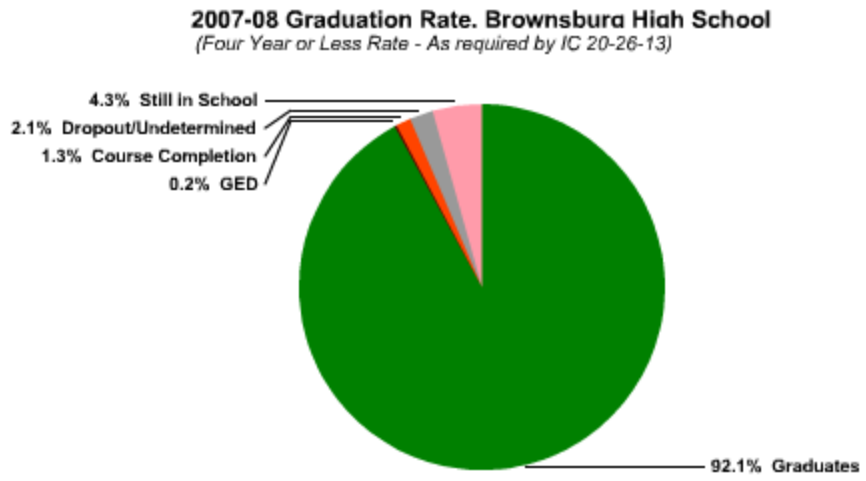
Enrollment Data		
Year	Total Enrollment	College Attendance Rate
1996-97	1,333	67% Class of 1996
1997-98	1,325	66% Class of 1997
1998-99	1,366	70% Class of 1998
1999-00	1,330	70% Class of 1999
2000-01	1,369	73% Class of 2000
2001-02	1,405	75% Class of 2001
2002-03	1,506	70% Class of 2002
2003-04	1,698	82% Class of 2003
2004-05	1,872	75% Class of 2004
2005-06	1,971	82% Class of 2005
2006-07	2,080	79% Class of 2006
2007-08	2,147	75% Class of 2007
2008-09	2,150	83% Class of 2008

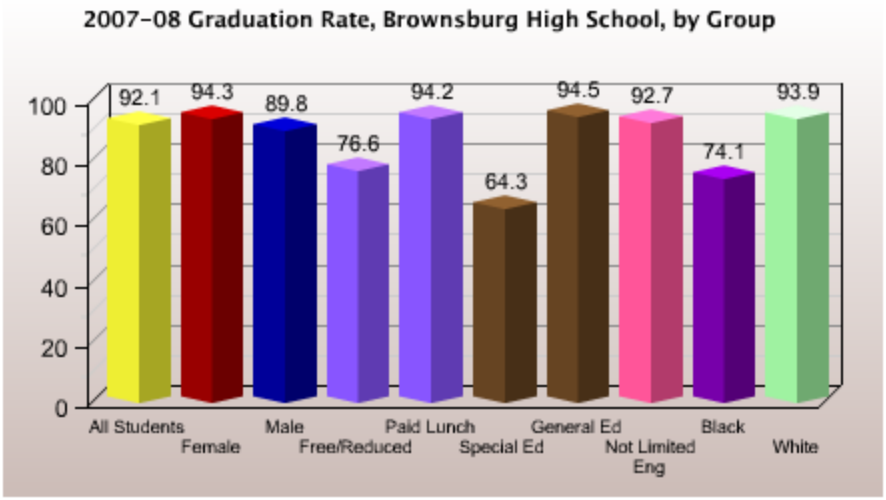
Class of 2008 Post Graduate Ed	
Four Year College	332
Two Year College	81
Voc, Tech School	11
Military	13
No Higher Ed	68

2008-09 Ethnic Breakdown	
White	1818
Black	171
Hispanic	52
Asian	44
Native American	6
Multi-racial	59

During the 2007-2008 school year 26% of students participated in College Board Advanced Placement (AP) courses. Of those students, 57% scored a 3, 4, or 5 on the AP exam.

The "4 Year or Less" graduation rate for 2007-2008 was 92.1%. Of those 2008 graduates, 90% earned a Core 40 diploma and 46% earned an honors diploma. Of these graduates, 83% reported that they were "pursuing college education."





The 2008-2009 (fall) ISTEP+ "Average Percent Passing" for all tested grades English/language arts and mathematics was 82.2%. Of 10th graders, 82% passed English/language arts and 81% passed mathematics. Of 9th graders, 81% passed English/language arts and 87% passed mathematics. Of students in all tested grades, 75.7% passed BOTH English/language arts and mathematics, compared to the state average of 65%

SAT/ACT Results

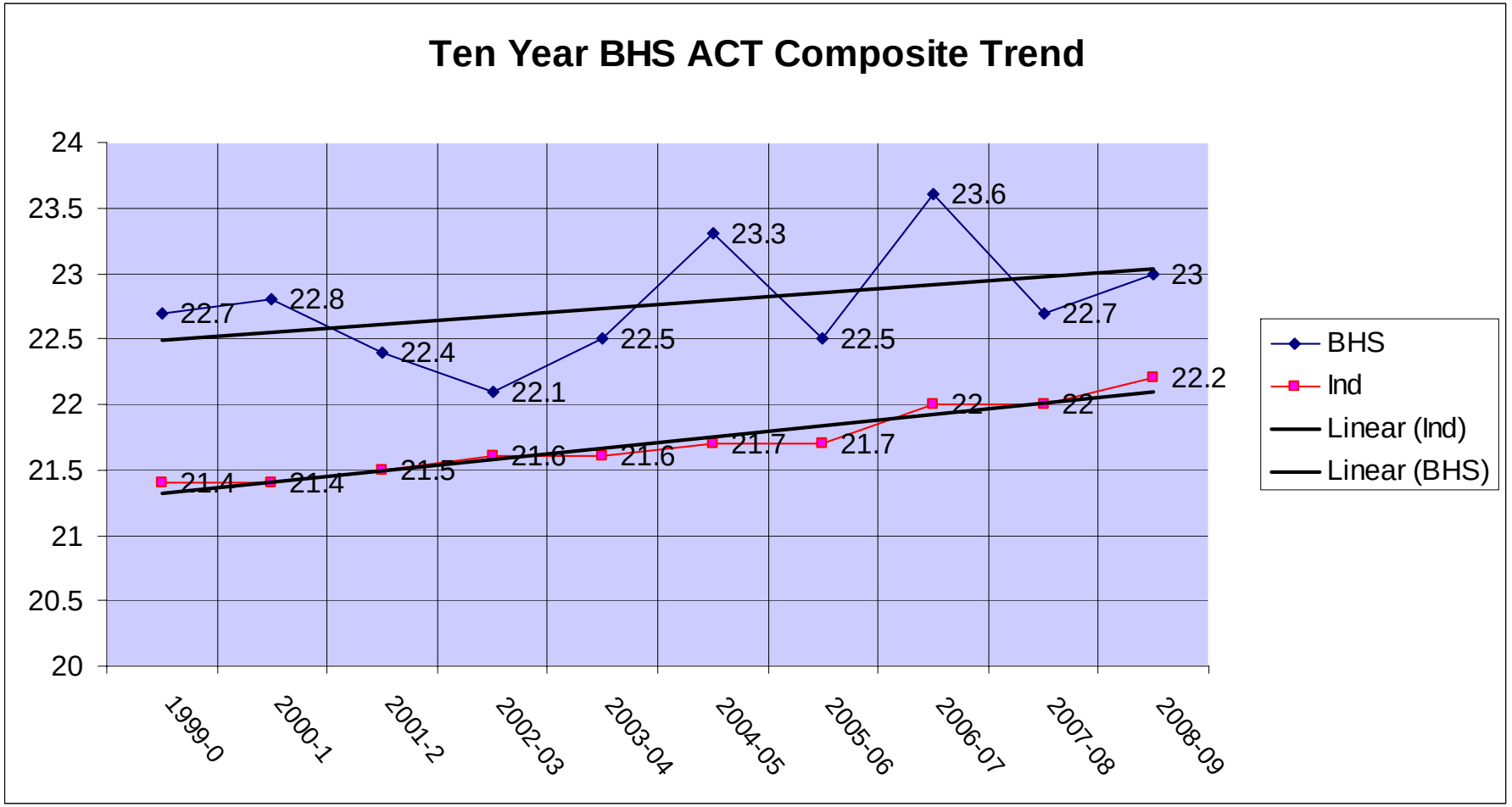
BHS SAT and ACT examination scores show mixed results for the Class of 2009. BHS posted decreased SAT scores, while the ACT shows increased scores for the Class of 2009.

ACT Scores: BHS graduates scored 23.0 on the ACT Composite Score. This is a +0.3 point increase over the 2008 results. BHS scores exceed both Indiana (22.2) and national scores (21.1) on the ACT.

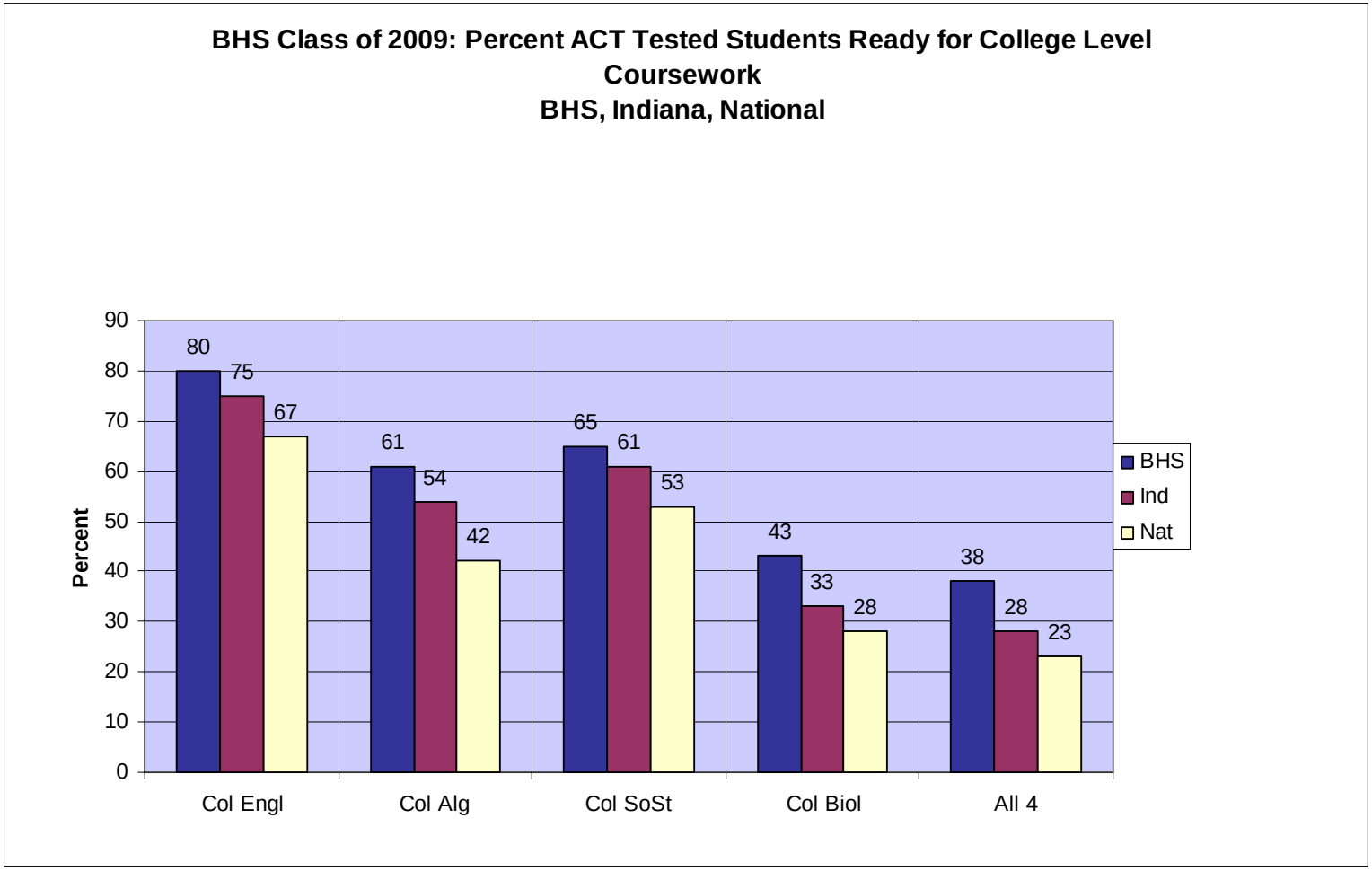
SAT Scores: BHS graduates scored 507 Critical Reading, 533 Mathematics, and 489 Writing on the SAT. This is an -27 point decrease over 2008 results. BHS scores exceed Indiana and national scores on the SAT in critical reading and mathematics, but not in writing.

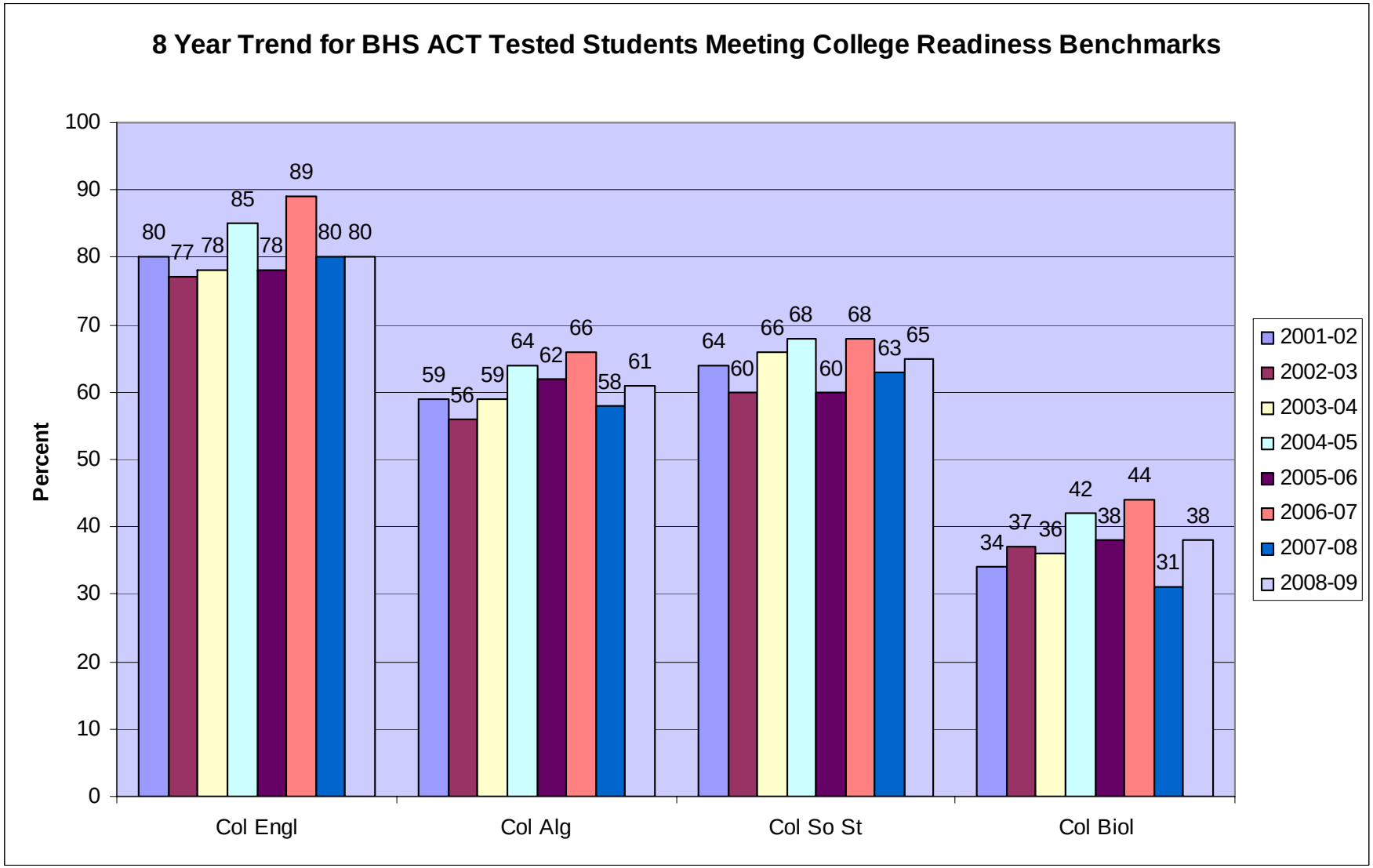
Participation: BHS participation of seniors is 49.7% on the ACT and 62.3% on the SAT. BHS ACT participation is historically above the Indiana 95%ile. ACT participation exceeds Indiana (24% ACT) and national participation values (45% ACT) while SAT participation exceeds national participation (46% SAT) and is virtually the same as Indiana participation (63% SAT).

Brownsburg High School 2008-09 ACT Results



BHS 2009 seniors show college readiness values that exceed both Indiana and National college readiness scores. BHS college readiness scores increased in 2009. The benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% change of obtaining a C or higher in the corresponding credit-bearing college course.

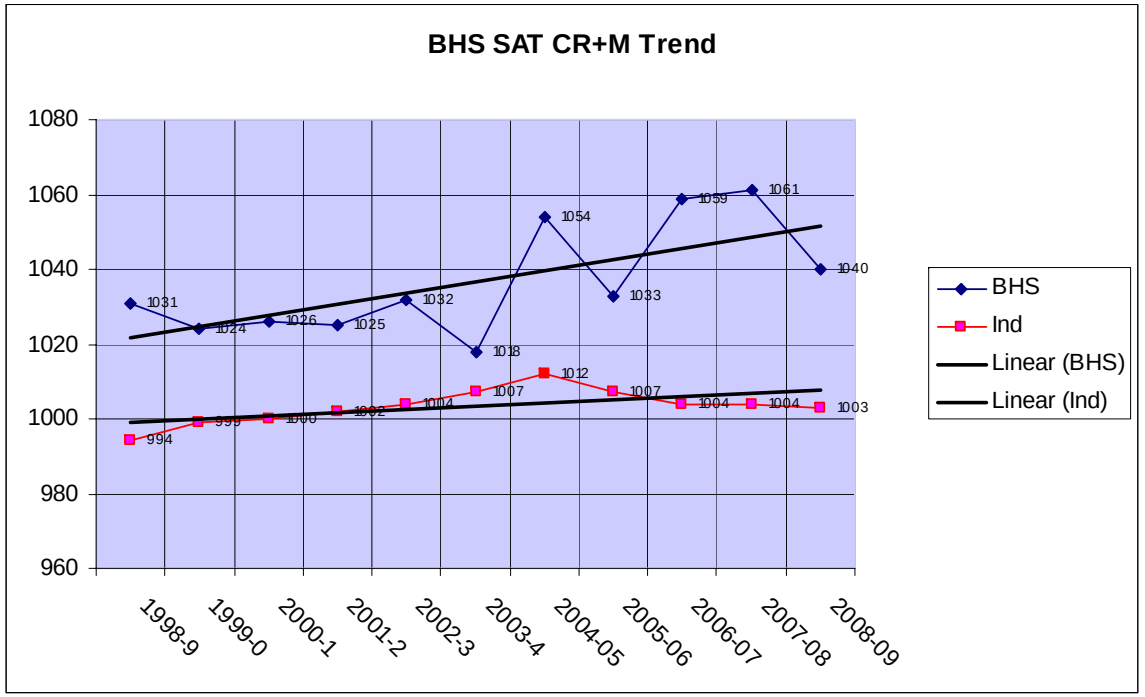



8 Year Trend for BHS ACT Tested Students Meeting College Readiness Benchmarks
Percent
100
90
80
70
60
50
40
30
20
10
0
80 77 78 85 78 89 80 80
59 56 59 64 62 66 58 61
64 60 66 68 60 68 63 65
34 37 36 42 38 44 31 38
Col Engl
Col Alg
Col So St
Col Biol
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09

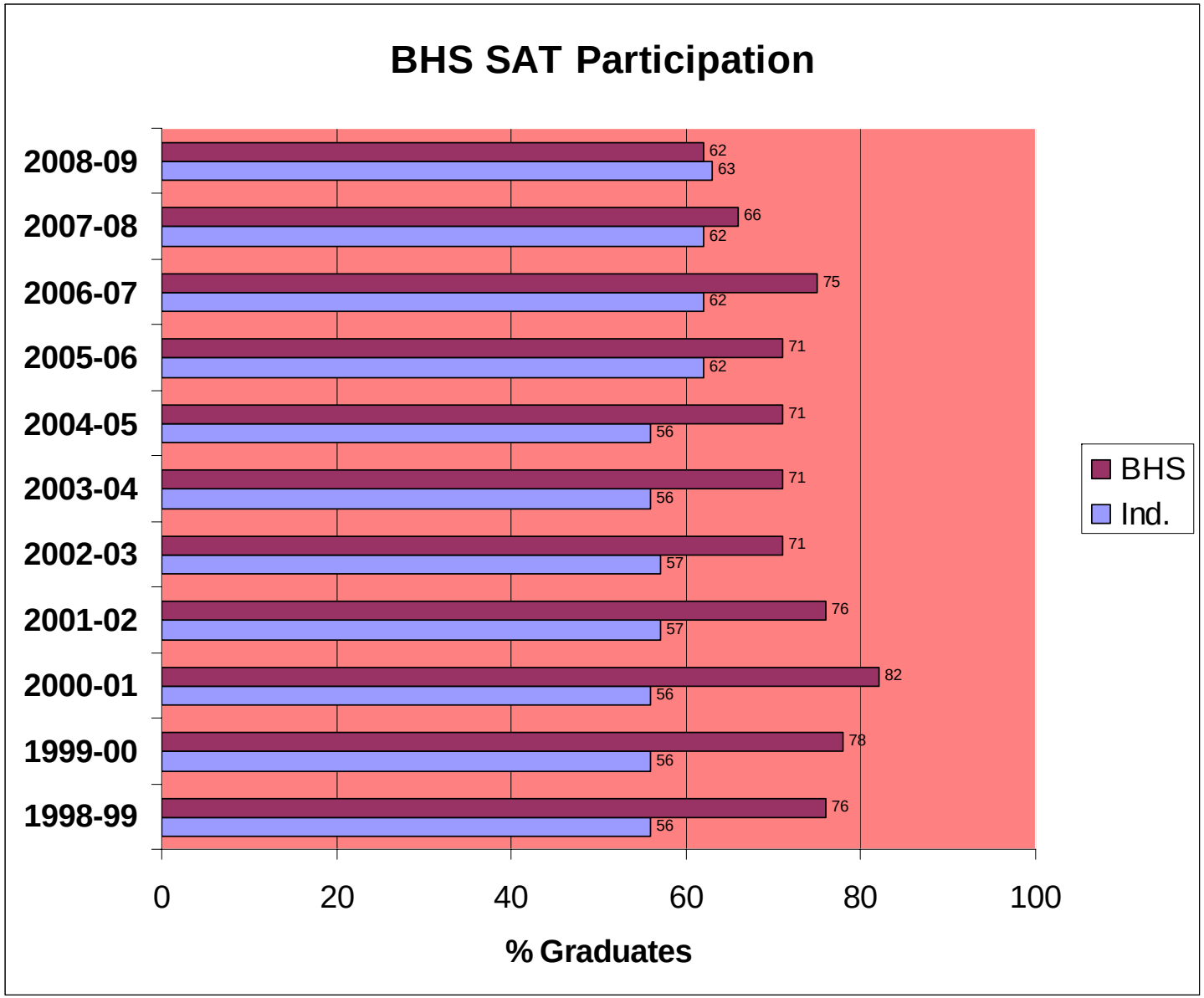
Brownsburg High School 2008-09 SAT Results

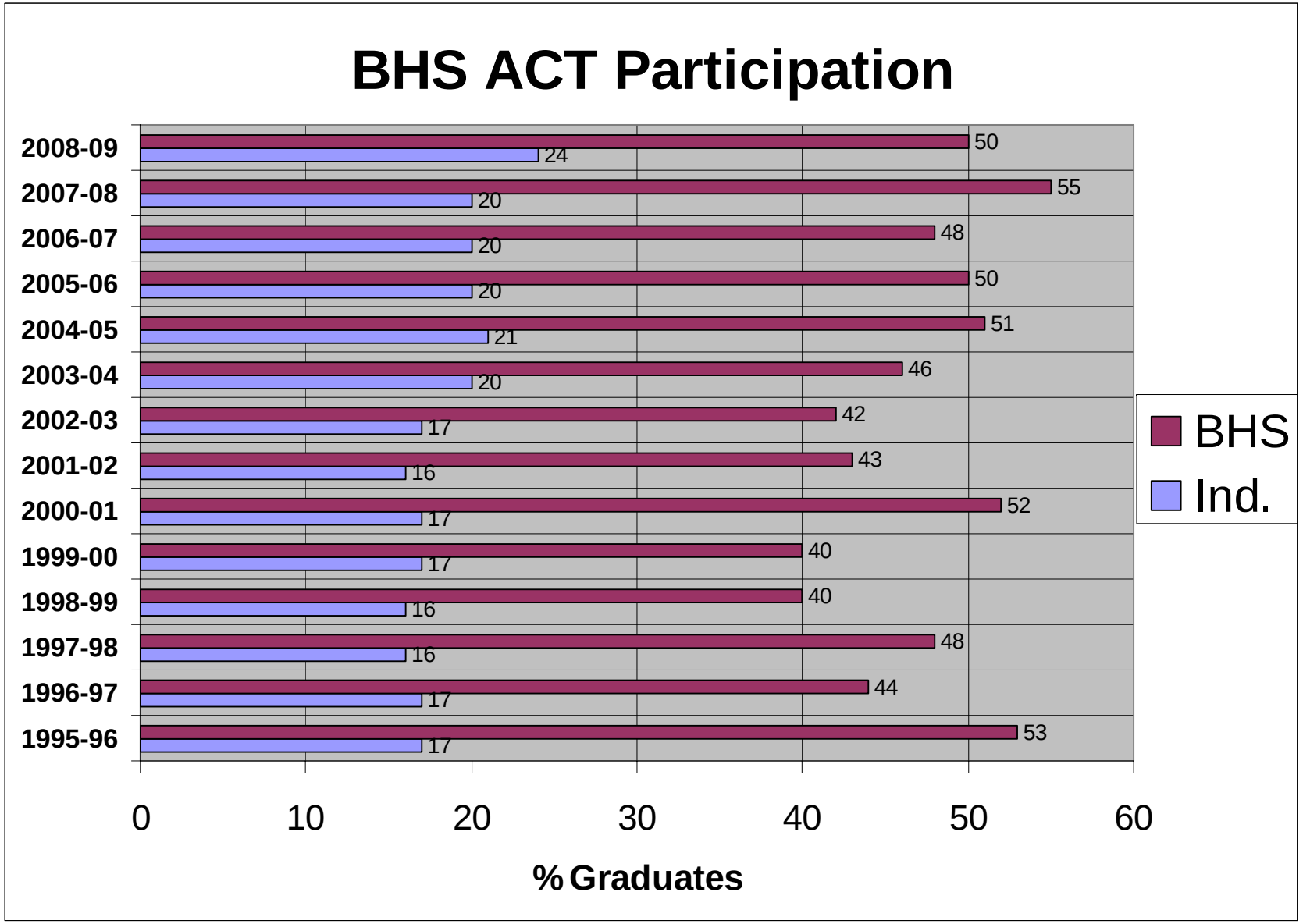
	Class of 2007	Class of 2008	Class of 2009	1-Year Difference
Critical Reading	518	522	507	-15
Mathematics	541	539	533	-6
Writing	508	495	489	-6
Total	1567	1556	1529	-27
CR+Math	1059	1061	1040	-21

271 SAT Reasoning Tests = 62.3% Participation Class of 2008=65.7% Participation



Brownsburg High School SAT/ACT Participation




BHS ACT Participation
2008-09
2007-08
2006-07
2005-06
2004-05
2003-04
2002-03
2001-02
2000-01
1999-00
1998-99
1997-98
1996-97
1995-96
50
24
55
20
48
20
50
20
51
21
46
20
42
17
43
16
52
17
40
17
40
16
48
16
44
17
53
17
0
10
20
30
40
50
60
% Graduates
BHS
Ind.

Goal #1 Each student will graduate on time with his or her cohort. (see strategies specific to freshmen in Goal #2)				
Goal	**Strategies**	**Baselines**	**Timeline**	**Data**
96% of BHS students will graduate within four years. Fewer than 3% of graduates will require a GQE waiver. (try to eliminate dropouts)	1. Facilitate credit recovery through Novel Stars during the school year and summer school at Brownsburg High School and at Harris Academy, with more staff-led opportunities.	In the spring and summer of 2009, approximately 80 students used Novel Stars for Algebra I credit recovery. 18 BHS students are currently using Novel Stars for credit recovery. Courses: Algebra 1, Geometry, Algebra 2.	School year 2009-2010, Summer 2010	Novel Stars reports, grades
	2. RtI interventions are used to support students who are identified as at-risk for not completing high school and/or those who have been identified through the universal screener (NWEA).	84 of the 106 freshmen on the DOE at-risk list are already receiving services through RTI, Special Education, ENL and 504's	School year 2009-2010	Grades GQE/ECA scores
	3. RtI progress monitoring	AIMSweb	School year 2009-2010	AIMSweb reports
	4. 85-90% of the students will be successful in the core curriculum. If the students in Tier II are not being successful with interventions after 4-6 weeks, interventions will be changed.	# of students off track for credits by grading period	School year 2009-2010	Grades ECA scores

	5. Change the sequence of math courses to Alg 1 > Alg 2 > Geometry in order to improve Algebra 1 retake scores and Algebra 2 pass rates	Currently the sequence is Alg 1> Geometry> Alg 2	Students will be scheduled in Spring, 2010	Tracking Core 40 scores in August, 2010 Acuity scores
	6. BHS will further educate parents about their child's four-year graduation plan through meetings and other communication (emails, website)	Parent meetings are held at 8th grade, 11th grade, and 12th grade levels	Ongoing	Graduation rate

Goal #2 Freshmen will have a solid foundation for the start of their high school year.				
Goal	**Strategies**	**Baselines**	**Timeline**	**Data**
Brownsburg High School will ease the transition to high school for freshmen by creating a more personalized learning environment.	1. All freshmen will earn a minimum of 10 credits to keep them on track for graduation	69 freshmen did not earn 10 credits in 2008-2009. In 2007-08, there were 62 freshmen who did not earn 10 credits.	School year 2009-2010	Semester grades
	2. Freshmen who failed the Algebra I core 40 as 8th graders will retake the Algebra I core 40 in February and April. They will have review and remediation in their mathematics classes.	92 freshmen took the Algebra I test in spring 2009 and did not pass.	School year 2009-2010	ECA scores
	3. At risk freshmen identified by NWEA scores are placed in RTI and are using Novel Stars Test Pack for remediation in language arts and/or math.	32 freshmen who are not in other programs but were identified by 8th grade NWEA scores in math and English are in a pull out program up to 4 days a week according to their area of need. All of these students are on the state At-Risk list as well.	School year 2009-2010	ECA scores 9th grade fall and spring NWEA scores AIMSweb scores
	4. Incoming freshmen will be scheduled individually; at-risk freshmen may be	Incoming freshmen are always scheduled individually	March and April 2010	Student schedules

	scheduled into a more supportive learning environment.			
	5. A freshman orientation will ease the transition to high school as upper classmen explain expectations and school policies, including the Olweus program, and give tours of the high school to students and freshmen parents.	The first CHAIN-Link led freshman orientation was held in August, 2009. 86% of incoming freshmen attended. 2009-2010 1st 9 weeks 133 referrals out of 581 students 2008-2009 1st 9 weeks 179 referrals out of 541 students 2007-2008 1st 6 weeks 136 referrals out of 533 students	August 2010 Grant for this will be written in January, 2010	Freshman orientation schedule Discipline referrals
	6. A freshmen forum for all freshmen led by upperclassmen will cover topics of • Credits • GPA • Final exam process • Academic Honors Diploma • College information	This will be the first-ever freshmen forum	November 2009	Pre-post test of knowledge of graduation requirements before and after the forum

	7. Freshman mentoring for students failing 3 or more classes or are new to the building to help them be more successful.	32 freshmen are currently being mentored by upper classmen (juniors and seniors). 9 of them are on the at-risk list from the DOE.	School year 2009-2010 Grant will be written in January 2010	Grades of mentees Discipline incidents of mentees
	8. Administrators and counselors will meet with freshmen in small groups to clarify graduation requirements and the importance of the freshmen year; students will set their own goals	2009-2010 1st 9 weeks 133 referrals out of 581 students 2008-2009 1st 9 weeks 179 referrals out of 541 students 2007-2008 1st 6 weeks 136 referrals out of 533 students	January-April 2010	Grades Discipline referrals
	9. The BCSC Community Outreach Liaison meets with all freshmen new to BHS.	See above	School year 2009-2010	Grades Discipline referrals

Goal #3 Each student will successfully pass the End of Course Assessments required for graduation.				
Goal	**Strategies**	**Baselines**	**Timeline**	**Data**
By the end of the 2010-2011 school year, 85% of all class of 2013 students will have passed both Algebra 1 and English 10 GQE Core 40/ECA tests.	1. Track Alg I students at the semester based on skill level with Acuity and classroom performance	58% of the class of 2012 passed the Alg I ECA Fall RIT scores of the class of 2013	December, 2009	Acuity scores, Common Assessments, Grades
	2. Curriculum mapping and common assessments will be used to keep track of student progress; Alg I teachers meet weekly	58% of the class of 2012 passed the Alg I ECA	Ongoing 2009-2010 School Year	Common Assessments, Grades
	3. Students in geometry who have not passed the Alg 1 Core 40 will have intensive skill review of key algebraic concepts in their geometry classes	42% (197 students) of the sophomore class did not pass the Alg I Core 40; 4 did not take the test	February, 2010	Lesson plans Observations Rosters of students who need the remediation
	4. Examine design and efficacy of the reteaching programs relative to ECA performance.	This is the first year of reteaching classes at BHS	October 2009 through May 2010	Quarterly grades in both regular and reteaching classes ECA scores

	5. Beginning fall 2009, the math department will meet at beginning, midpoint, and end of each nine weeks to discuss the academic progress of their students and make decisions about appropriate interventions/enrichment exercises (based on common formative assessments). Additional departments will follow in the upcoming years.	NWEA mathematics RIT scores Fall to Spring	School year 2009-2010	ECA scores Common Assessment scores

Reflection

The path of an incoming Brownsburg High School student is at the forefront of our thinking. We believe that a personalized learning plan for all students is vital as they build the important foundation of credits their first year of high school. Passing the End of Course Assessments in Algebra 1 and English 10 will be important benchmarks for these students. We believe that improvement in 9th grade performance is an essential element in school improvement at Brownsburg High School. Building on a strong Core 40 diploma rate, our belief is that a successful 9th grade year would be one of the best ways of improving attendance, ECA scores, and a higher Indiana Academic Honors diploma rate.

Initial evaluation of the graduation ECA data suggests that student performance on ECAs is not as strong as on the GQE language arts and GQE mathematics results.

Brownsburg Community School Corporation
NWEA Growth Summary - Fall 2008 to Spring 2009

School	Grade Level	Math							Reading							Language Usage						
		Fall 08 Mean RIT	Spring 09 Mean RIT	Growth Mean	Typical Growth	Percent Meeting Growth Targe	National %tile Meeting Growth Target	Board Goal Met	Fall 08 Mean RIT	Spring 09 Mean RIT	Growth Mean	Typical Growth	Percent Meeting Growth Targe	National %tile Meeting Growth Target	Board Goal Met	Fall 08 Mean RIT	Spring 09 Mean RIT	Growth Mean	Typical Growth	Percent Meeting Growth Targe	National %tile Meeting Growth Target	Board Goal Met
East Middle School	6	223	233	10	6	74	87	YES	216	222	6	3	64	85	YES	216	223	6	4	69	89	YES
	7	229	236	8	5	64	83	YES	220	225	5	2	62	89	YES	219	226	6	2	71	96	YES
	8	235	242	7	4	70	94	YES	225	229	4	3	60	85	YES	225	230	5	2	70	97	YES
West Middle School	6	221	230	8	6	63	71	YES (3%)	215	220	5	3	56	59	NO	214	221	7	4	74	96	YES
	7	227	235	8	5	60	71	NO	220	226	6	2	64	90	YES	220	226	6	2	75	97	YES
	8	233	240	8	4	70	94	YES	222	227	5	3	61	88	YES	222	227	5	2	65	93	YES
BHS	9	239	242	3	3	58	67	YES (3%)	226	227	1	2	46	40	NO	226	225	-1	1	45	45	NO
	10	244	247	3	2	54	65	YES (3%)	230	232	2	1	52	70	YES (3%)	229	232	3	2	56	82	YES

Notes:

1. This chart illustrates the BCSC NWEA Student Growth for the Fall 2008 to Spring 2009 testing terms.

2. This data has been obtained from the NWEA report "Student Growth Summary".

3. The number in the "Nat'l %tile Meeting Growth Target" column is obtained by the grade level percent meeting growth target and finding that number and it's corresponding national percentile on the "Percentile Tables" (5, 11, and 17) provided in the NWEA Growth Study. Beginning 2007-08, the Brownsburg Board of School Trustees has a goal of each grade level obtaining at least the 80th %tile for meeting fall to spring target growth, or increasing the percentage by 3%. Note: The increase by 3% is used if the goal of 80th %tile isn't met. The 3% is figured by comparing this year's grade level to the same grade level last year in the "Percent Meeting Growth Target" column (not cohort data).

4. While BCSC recognizes as with any test there is a standard of error, it our position not to factor this into the final growth determinations.

Biology 1 ECA

School	Year	# of Students	Average Scaled Score	% Passing	Molecules and Cells	Developmental and Organismal Biology	Genetics	Evolution and Historical Perspectives	Ecology
EMS	2009	53	628	100%	60%	78%	83%	79%	83%
EMS	2008	37	633	100%	63%	72%	72%	86%	78%
WMS	2009	31	591	100%	62%	64%	76%	67%	84%
WMS	2008	20	555	85%	49%	55%	44%	74%	67%
BHS	2009	516	514	57%	45%	52%	59%	50%	67%
BHS	2008	602	542	65%	49%	52%	46%	64%	64%
BHS	2007	567	528	63%	51%	55%	47%	52%	61%
Corporation	2009	600	528	63%	47%	55%	62%	54%	69%
Corporation	2008	659	577	83%	54%	60%	54%	75%	70%
State	2009								
State	2008	82,171	501	49%					
State	2007	73,805	500	50%					

ALGEBRA 1

School	Year	# of Students	Average Scaled Score	% Passing	Linear Equations and Inequalities	Sketching and Interpreting Graphs	Systems of Linear Equations and Inequalities	Polynomials	Quadratic Equations
EMS	2009	189	626	66%	58%	70%	58%	79%	47%
EMS	2008	170	668	95%	81%	76%	79%	82%	77%
EMS	2007	217	630	81%	71%	73%	60%	81%	63%
EMS	2006	200	578	50%	63%	82%	46%	69%	47%
BJHS	2005	321	573	46%	59%	80%	57%	69%	39%
WMS	2009	118	622	63%	54%	76%	65%	75%	48%
WMS	2008	145	591	63%	64%	59%	64%	61%	54%
WMS	2007	175	558	41%	53%	68%	43%	60%	43%
WMS	2006	198	541	26%	55%	78%	39%	55%	39%
BJHS	2005	321	573	46%	59%	80%	57%	69%	39%
BHS	2009	368	506	35%	40%	66%	44%	65%	31%
BHS	2008	285	546	42%	54%	54%	55%	55%	38%
BHS	2007	317	494	18%	39%	53%	27%	52%	29%
BHS	2006	309	462	7%	36%	62%	27%	48%	24%
BHS	2005	321	484	10%	41%	65%	42%	54%	18%
Corporation	2009	675	560	48%	47%	69%	52%	70%	38%
Corporation	2008	600	592	62%	64%	61%	64%	64%	53%
Corporation	2007	709	551	43%	52%	63%	41%	63%	43%
Corporation	2006	707	517	24%	49%	72%	36%	56%	34%
Corporation	2005	642	528	28%	50%	72%	50%	62%	28%
State	2009								
State	2008	87,219	527	34%					
State	2007	78429	517	29%					
State	2006	72381	511	24%	47&	69%	39%	55%	35%
State	2005	68705	510	24%	46%	64%	47%	58%	28%

ISTEP+: Biology I
Blueprint

There are two Indiana Standards for Biology I, and they are divided into five categories for reporting student achievement. All five reporting categories contain concepts, principles, and theories found within Standard 1. One of the five reporting categories is a combination of Standard 1 and Standard 2.

Reporting Category	Standards Assessed and Description	Percent Range *
1 – Molecules and Cells	**Standard 1: Principles of Biology** Questions may include recognizing that cells have specialized parts within them, describing the function of the cell membrane, understanding and describing that different molecules are needed for work within the cell, and understanding that although cells within a multicellular organism have identical genetic material they can be different from one another in structure and function.	15-25%
2 – Developmental and Organismal Biology	**Standard 1: Principles of Biology** Questions may include comparing prokaryotic and eukaryotic cells, recognizing that communication is required among cells, describing that multicellular organisms develop from single cells, describing how organisms maintain a stable internal environment and describing the function of the immune system.	17-27%
3 – Genetics	**Standard 1: Principles of Biology** Questions may include describing how inherited traits are passed from parents to offspring, explaining the types and causes of gene mutations and demonstrating how genetic information in DNA provides the instructions for assembling protein molecules.	13-23%
4 – Evolution and Historical Perspective	**Standard 1: Principles of Biology** **Standard 2: Historical Perspectives of Biology** Questions may include describing how life on earth began, describing how natural selection provides a mechanism for evolution, understanding that anatomical and molecular evidence provide support for evolutionary theory and understanding and explaining Charles Darwin's theory of evolution.	15-25%
5 – Ecology	**Standard 1: Principles of Biology** Questions may include describing the effect of invasive species on an ecosystem, describing how an ecosystem is organized and how energy to support it flows through it, describing the factors that can affect the amount of life supported by an ecosystem, and understanding that ecosystems are affected by disasters.	15-25%

ISTEP+: Algebra I Graduation Exam Blueprint

There are nine Indiana Standards for Algebra I. The first eight content standards are grouped into five categories for reporting student achievement. Items that address Standard 9 (Mathematical Reasoning and Problem Solving) are always mapped to a specific content area in Standards 1 – 8.

Reporting Category	Standards Assessed and Description	Percent Range *
1 – Solving Linear Equations and Inequalities	**Standard 2: Linear Equations and Inequalities** **Standard 7: Algebraic Fractions** Questions may include solving linear equations and inequalities; solving algebraic proportions; and solving word problems involving linear equations, inequalities, and formulas.	15-25%
2 – Graphing and Interpreting Linear and Non-linear Relations	**Standard 3: Relations and Functions** **Standard 4: Graphing Linear Equations and Inequalities** Questions may include sketching and interpreting graphs given situations; understanding the concept of function and analyzing graphs of functions; graphing linear equations and inequalities in two variables; finding and using the slope and intercepts of lines; writing equations of lines; and using linear equations to model real data.	20-30%
3 – Systems of Linear Equations and Inequalities	**Standard 5: Pairs of Linear Equations and Inequalities** Questions may include solving pairs of linear equations using graphs and algebra; solving pairs of linear inequalities using graphs; and solving word problems involving pairs of linear equations.	15-25%
4 – Polynomials	**Standard 1: Operations With Real Numbers** **Standard 6: Polynomials** Questions may include simplifying square roots; adding, subtracting, multiplying, dividing, and simplifying polynomials; and factoring quadratics.	15-25%
5 – Solving and Graphing Quadratic Equations	**Standard 8: Quadratic, Cubic, and Radical Equations** Questions may include solving and graphing quadratic equations; solving word problems involving quadratic equations; and solving radical equations.	10-20%

ISTEP+: English 10
Graduation Exam
Blueprint

There are seven Indiana Standards for English 10. The first six are grouped into categories for reporting student achievement. Standard 7, Listening and Speaking, is not addressed in this assessment.

Proposed Reporting Category	Standards Assessed and Description	Percent Range *
Reading Comprehension	**Standard 1: Word Recognition, Fluency, and Vocabulary Development** Questions may include determining the meaning of new words in context and identifying the literal and figurative meanings of words.	3-13%
	Standard 2: Reading Comprehension and Analysis of Nonfiction and Informational Text Questions may include analyzing the format and structure of informational texts, evaluating an author's argument, and drawing conclusions about a text, using supporting evidence.	28-38%
	Standard 3:Reading Comprehension and Analysis of Literary Text Questions may include evaluating characters' traits and actions, analyzing plot, identifying literary devices, and explaining how point of view and authors' voice affects the meaning of the text.	28-38%
Writing Applications	**Standard 4: Writing: Processes and Features** **Standard 5: Writing: Applications** Addressed through the writing prompt, students may be asked to write persuasive, autobiographical, descriptive or narrative essays, using Writing Processes strategies, such as prewriting, editing and revising.	7-17%
	Standard 6: English Language Conventions Questions may include demonstrating knowledge of complex sentence construction and producing legible work that shows accurate use of conventions such as spelling, punctuation and capitalization.	10-20%

Response to Intervention
Brownsburg High School
Three Year Plan

DRAFT

	2008-2009	2009-2010	2010-2011
Universal Screener	• NWEA • Grades • Parent referrals	• NWEA • Grades • Parent referrals	• NWEA • Grades • Core 40 Results • Parent Referrals
Interventions	• Pull-out of study hall for extra help • After school tutoring (NHS) • Study skills group	• Novell Stars (2&3) • Compass Learning (2&3) • Small group Instruction	• Compass Learning (2&3) • Pre-Algebra offered as a block with Algebra 1 (3) • Read 180 (3) • Small group instruction (2&3)
Allocation of Resources	Staff (Voluntary)	Staff (Mandatory)	Staff
Data Collection	Second Semester NWEA	• Progress monitoring based on submissions • Classroom Grades	• Progress monitoring based on submissions • Classroom Grades