



DEPARTMENT OF EDUCATION

2007-08 DISTRICT/SCHOOL IMPROVEMENT PLAN

(Federal No Child Left Behind Act of 2001)

For District/Schools in Improvement

Due: Within 90 days of Notification



Note: Instructions/Information/Guidance for Completing Form can be found on WDE Website

**SUBMIT AN ELECTRONIC COPY OF THIS FORM & ATTACHMENTS TO:
SCHOOL IMPROVEMENT TECHNICAL ASSISTANCE TEAM**

sitat@educ.state.wy.us

Wyoming Department of Education
Standards, Assessment, and Accountability Unit
School Improvement Technical Assistance Team
2020 Grand Avenue
Laramie, WY 82070
(307) 777-5296



2007-08 DISTRICT/SCHOOL IMPROVEMENT PLAN

GENERAL INFORMATION

SCHOOL: (if applicable) Centennial JHS	DISTRICT: NCSD #1	SUPERINTENDENT EMAIL: jim_lowham@ncsd.k12.wy.us
SUPERINTENDENT: Dr. Jim Lowham	SUPERINTENDENT PHONE: 307-577-0200	PRINCIPAL EMAIL: valerie_broughton@ncsd.k12.wy.us
PRINCIPAL: (if applicable) Valerie Braughton	PRINCIPAL PHONE: 307-233-2804	CONTACT EMAIL: linda_krafft@ncsd.k12.wy.us
DISTRICT CONTACT FOR THIS DISTRICT/SCHOOL: Linda Krafft	CONTACT PHONE: 307-577-4600	

DISTRICT/SCHOOL STATUS

Note: To check boxes, double click the box. Under Default Value, Choose "checked"

Title I District/School-Wide Program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	IF "YES" TO TITLE I Current District/Building Title I Allocation Amount	\$
Targeted Assistance?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	Amount allocated for Professional Development (at least 10%)	\$Title IIA = \$9,164.16 District General = \$9,164.16 Centennial General = \$15,000
Non-Title I District/School	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	Have you completed the Online Self Study?	YES <input type="checkbox"/> NO <input type="checkbox"/>

DISTRICT/SCHOOL IMPROVEMENT STATUS:	YEAR 1 <input type="checkbox"/>	YEAR 2 <input type="checkbox"/>	YEAR 3 <input type="checkbox"/>	YEAR 4 <input type="checkbox"/>	YEAR 5 <input type="checkbox"/>	Holding Status <input checked="" type="checkbox"/>	OPTIONAL (Not in of Improvement Status) <input type="checkbox"/>
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Note: To check boxes, double click the box. Under Default Value, Choose "checked"

CONSEQUENCES IMPLEMENTED: (Check all that apply)

District/School Improvement Plan School Choice Supplemental Services Corrective Action

ASSURANCES

Assurance: A district/school improvement peer review team has reviewed this District/School's improvement plan and has approved the documents in the District/School Improvement Packet as a true representation of the District/School improvement plan that will be followed. Our signatures below indicate that we agree that the requirements for Title I District/Schools in Year 2 or above of District/School Improvement as designated and outlined in NCLB Section 1116 have been met. We assure that this District/School will spend a minimum of 10% of its Title I allocation on professional development related to the specific areas and reasons it has been designated for District/School improvement. (If your district does not have a Federal Program Manager, please indicate in the Signature Line)

SIGNATURE OF PRINCIPAL:		DATE:	10/25/07
SIGNATURE OF SUPERINTENDENT:		DATE:	10/31/2007
SIGNATURE OF FEDERAL PROGRAMS MANAGER:		DATE:	10/29/07
SIGNATURE SCHOOL BOARD CHAIRMAN		DATE:	11-2-07

DISTRICT/SCHOOL IMPROVEMENT PLANNING TEAM

ADMINISTRATORS (Name)	Position	Content Area/Grade Level (If applicable)	Role/Responsibility for District/School Improvement Plan
Valerie Braughton	Principal	6-9	To guide and coach others in implementing plan
Thomas Ernst	Assistant Principal	6-9	To guide and coach others in implementing plan
** To Add Rows, Go to the Last (Bottom Right) Cell in this table and Press "TAB" Key **			
TEACHERS (Name)	Position	Content Area/Grade Level (If applicable)	Role/Responsibility for District/School Improvement Plan
Jennifer Alexander	Tutor	6-9	To be aware of data and implement plan
Kristen Atkinson	Tutor	6-9	To be aware of data and implement plan
Mary Ridgeway	Tutor	6-9	To be aware of data and implement plan
Linda Mar	Teacher	FLS 6-9	To provide classroom data and implement plan
Roger Schulte	Administrative Manager	6-9	To review plan and provide ongoing input
Desiree Downing	Teacher	Spanish 6-9	To provide classroom data and implement plan
Lacey Wilson	Teacher	Language Arts 7	To provide classroom data and implement plan
Andrea Sandercock	Teacher	Science 9	To provide classroom data and implement plan
Rob Bayer	Teacher	Social Studies 7	To provide classroom data and implement plan
Delores Howell	Teacher	Fine Arts 6-9	To provide classroom data and implement plan
Ernie Smith	Teacher	Industrial Technology 6-9	To provide classroom data and implement plan
Steve Jackson	Teacher	Social Studies 8	To provide classroom data and implement plan
Cheryl Anderson	Teacher	Science 6	To provide classroom data and implement plan
Stephanie Colling	Teacher	P.E. 8	To provide classroom data and implement plan
** To Add Rows, Go to the Last (Bottom Right) Cell in this table and Press "TAB" Key **			
OTHER STAFF (Name)	Position	Content Area/Grade Level (If applicable)	Role/Responsibility for District/School Improvement Plan
Linda Krafft	Librarian	6-9	To be aware of data and implement plan
David Golen	Instructional Facilitator	6-9	To coach and provide staff development to help implement plan
Lisa Smith	Instructional Facilitator	6-9	To coach and provide staff development to help implement plan

Kerin McMullen	Math Strategist	6-9	To coach and provide staff development to help implement plan
Jeri Brabetz	Counselor	6-9	To review plan and provide ongoing input
Maria Nolan	Special Education Instructional Strategist	6-9	To review plan and provide ongoing input for RTI strategies

****To Add Rows, Go to the Last (Bottom Right) Cell in Table and Press "TAB" Key ****

PARENTS/STUDENTS (Name)	Position	Content Area/Grade Level (If applicable)	Role/Responsibility for District/School Improvement Plan
Renee Griffith	Parent		To review plan and provide ongoing input
*In an effort to involve students in the process, CJHS Student Council will send a member(s) to our monthly School Improvement meetings to represent our student population.	Student		To review plan and provide ongoing input

****To Add Rows, Go to the Last (Bottom Right) Cell in Table and Press "TAB" Key ****

OTHERS (Name)	Position	Content Area/Grade Level (If applicable)	Role/Responsibility for District/School Improvement Plan
Dr. Joy Mockelmann	Consultant	WDE	Provide Direction and assistance on completing form. Offered input and guidance to District/School Improvement Planning.

BACKGROUND INFORMATION

1. Describe the Peer Review process that the district used to review and approve this District/School Improvement Plan:

Our School Improvement Team reviewed the plan, reviewed assessment results, and reassessed our goal areas and intervention activities. Teachers in the building have reviewed their student assessment results under the direction of our Instructional Facilitators and provided feedback for intervention activities. All stakeholders have provided feedback. Additionally, three members of our team attended a district meeting on October 22, 2007 to review District and School Improvement Plans due November 1, 2007.

2. Describe why the District/School's prior plans have not succeeded in improving student achievement for each group not meeting AYP:

The two areas of concern are math subgroups-IEP and Free & Reduced Lunch students. We worked diligently to address the needs of these subgroups with a more rigorous approach via tutoring, study skills, case manager and inclusion support, extended school day, instructional facilitator support and the use of sound instructional strategies as outlined in our action plan. As a result, we met AYP for the 2006-2007 academic year. We intend to continue to respond to the needs of these subgroups and all students with goal setting conferences and strategic instructional practice. Our action plan includes new activities in addition to those already in place to continue to meet AYP goals with all of our students for the 2007-2008 academic year.

3. Describe the responsibilities of the District/School and district in implementing this District/School Improvement Plan and what Technical Assistance the district will provide to the District/School:

- District has provided instructional and technical support.
- Tutors
- Instructional Facilitators
- Wyoming Bridges funding
- Bridges extended School Day
- Bridges jump Start Summer Program
- Classroom/Student goal setting conferences
- District training and Building cohort working with the Essential Curriculum
- After school homework program
- Pyramid of Interventions for CJHS
- Total Reader used by Tutors with their students
- District Training for Bridges Extended School Day Teachers
- Accelerated Reader and Math program implementation
- Advantage Math training for Special Education teachers
- WyR (Wyoming Reads) training to facilitate improvement in reading and language arts for selected students scoring basic and below basic on the PAWS Assessment
- Inclusion collaboration training – 17 staff members from CJHS attending.
- More focused support from Inclusion Facilitators and Special Education staff with the support of Maria Nolan, District Special Education Instructional Strategist.

4. Describe any technical assistance to be provided to the District/School by the Wyoming Department of Education in developing or implementing the plan. (Required)

- District AYP Taskforce
- More intervention ideas for IEP and Free & Reduced Lunch students that can be incorporated into extended day/extended school year, or after school tutorials.
- Wyoming State Department QAR Training
- District PLC Academy
- Special consultation with Joy Mockelman
- ~~Peer Review Process~~
- ~~Soliciting information from other, similar districts that are meeting AYP~~

TITLE I DISTRICT/SCHOOLS

(Optional for Non-Title I District/Schools – This Page Only)

1. Describe the process used to notify all parents of the District/School's status and of their opportunities to be involved in addressing the issues that caused the District/School to be identified for improvement. (Attach documentation/evidence to support process):

Parents were notified by a variety of media including a public declaration in the *Casper Star Tribune*, an agenda item at Open House, notification in newsletters sent to parents, announcements made during the Parent Advisory Committee meetings, informal and formal invitations to parents to join the School Improvement Committee and other informal opportunities to keep parents informed of our status.

2. Describe how District/School improvement funds will help remove District/School from District/School improvement status:

We are a Non-Title School. Our action plan delineates our use of funds that helped us enter "holding status" and our intent to continue to meet annual yearly goals with all of our students for the 2007-2008 academic year.

3. Describe appropriate and scientific-based activities before, after District/School, during the summer and during an extension of the District/School year that were provided to facilitate attainment of educational outcomes. Attach evidence/documentation if applicable.

Centennial has been actively involved in the Wyoming Bridges Summer School Program for the past two years. Additionally, CJHS has implemented the Wyoming Bridges After School Program and a homework "Git R Done" club that meets nightly throughout the school year, both of which have been in place for the past two years. This year we will have a mid-year credit correction session between the first and second semesters to assist students who may need additional assistance in meeting educational outcomes. The implementation of the Wyoming Bridges Programs and the homework club have been in place for two years and indicate improved performance for our target groups as we were able to meet our AYP goals for the 2006-2007 academic year. The addition of the mid-year program should facilitate improved student performance as we prepare for meeting our 2007-2008 AYP goals.

November 20, 2008

Dear Parents and Guardians,

We are taking this opportunity to introduce ourselves. We are the tutors for Centennial Junior High. Our positions are fairly new to the district. Our purpose is to give additional help to students who have been identified as at risk of not graduating from high school. Students can be identified as 'At-Risk' for several reasons, but generally the classroom teachers recommend them due to failing grades or poor attendance.

Our positions were established to give 'At-Risk' students some individual time with a certified teacher outside of the classroom. We work on strategies and organization skills to help the students be more prepared to learn and understand in the regular classroom.

We write up a simple goal setting contract that is individualized with two goals. These goals have been chosen by using testing data you were given on parent-teacher conferences. The contract shows the times and strategies we will use to build knowledge in their areas or gaps in learning.

We see students during their elective classes or study halls. We are also making the morning and the afternoons available for any student who comes in early or can arrange transportation after school. By taking advantage of these times, students will not have to miss their elective times, which are often their most favorite classes.

In addition to tutoring with us twice a week, the school is offering free tutoring after school in math and language arts. An application is included in this mailing.

A formal meeting will be scheduled with the 'At-Risk' coordinator and the tutor who has been assigned to your child. However, we wanted to introduce ourselves as well as the program before this meeting since we will be working with your child in the near future. If you have any questions about the program or would like to communicate any special concern about your child, you can reach us at 577.4800 and ask to be transferred to a tutor line.

We look forward to working with your child. Please sign and date the goal sheet and return it in the stamped envelope. We look forward to meeting during the 'At-Risk' meeting that you will be notified about in the near future.

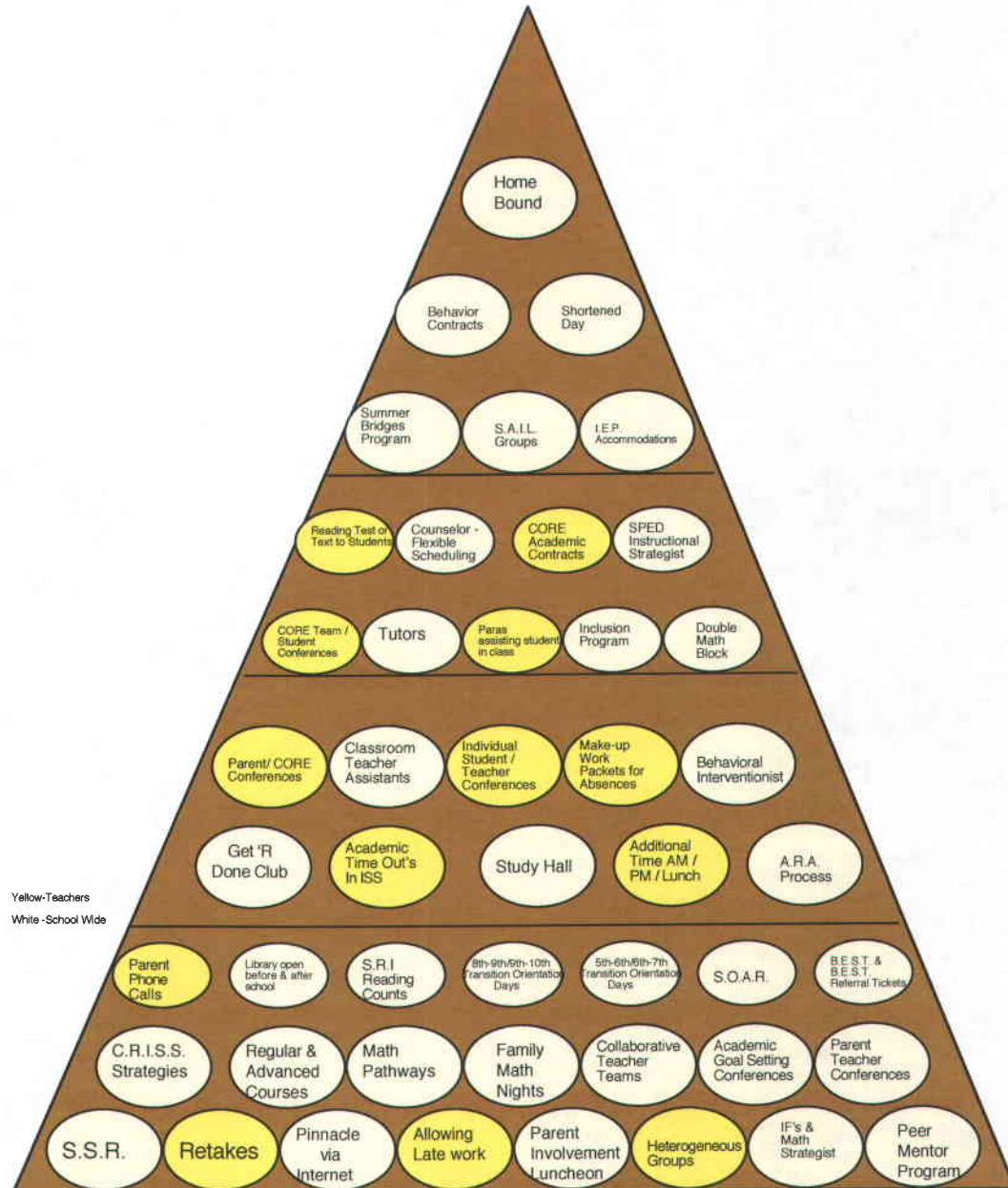
Sincerely,

Mary Ridgway
Jennifer Alexander
Kristen Atkinson

(Continued from page 7)

Another step we have taken is to create a Pyramid of Interventions. We have not only shared this visual with all school constituents but have also made it an expectation that low-performing students are actively involved in these interventions.

CENTENNIAL JUNIOR HIGH SCHOOL SUPPORTING STUDENTS WITH A PYRAMID OF INTERVENTIONS



The quality of a school as a learning community can be measured by how effectively it addresses the needs of struggling students.

5. What Technical Assistance by WDE has been planned or is needed to support your plan:

District meeting to evaluate district and school improvement plans October 22, 2007. Discussed the CJHS School Improvement Plan with Joy Mockelmann and Roy Hoyle after district meeting and received information to strengthen and clarify our plan prior to submission.

6. Describe and/or attach a description of a formal mentoring program that is in place where continuing experienced teachers are paired with newly assigned teachers.

The Natrona County School District has a mentoring program for beginning and experienced teachers who join our school district. This program is an extensive three-year program designed to support, instruct, and develop outstanding teachers in our district. Four full-time mentor advisors deliver our mentoring program. Specific information regarding the mentoring program can be found at the following websites: <http://www.natronaschools.org/profdev/mentprog>
<http://www.natronaschools.org/profdev/mentors>

*If additional documentation is included as evidence to support your responses, please reference it in the response and include with submittal

DATA ANALYSIS – PAWS

2006-07 Performance on PAWS for EACH Subgroup Not Meeting AYP

Please complete data for Subgroup areas **NOT** meeting AYP
 NP = Non-Proficient (Basic & Below Basic) P = Proficient (Proficient & Advanced)

MATHEMATICS

DISTRICT/SCHOOL-WIDE DATA Please see below for Individual grade level break down

	ALL STUDENTS		IEP		FREE/REDUCED		ELL		ASIAN		BLACK		HISPANIC		INDIAN		WHITE	
	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P
DISTRICT/SCHOOL																		
06-07 AMO																		
AMOGap																		
Need % NP* For Safe Harbor																		

GRADE/s-LEVEL DATA BREAK DOWN

6	20	80	50	50	30	70	0	100	0	0	0	0	28.57	71.43	0	100	19.48	80.52
06-07 AMO	36.5		36.5		36.5		36.5						36.5		36.5		36.5	
AMOGap	43.5		13.5		33.5		63.5						34.93		63.5		44.02	
7	27.75	72.25	73.33	26.67	57.78	42.22	0	0	0	100	50	50	50	50	0	0	26.28	73.72
06-07 AMO	37.75		37.75		37.75				37.75		37.75		37.75				37.75	
AMOGap	34.5		-11.08		4.47				62.25		12.25		12.25				35.97	

8	35.14	64.86	83.33	16.67	46.67	53.33	0	0	0	0	0	0	60	40	0	0	32.95	67.05
06-07 AMO	37.75		37.75		37.75								37.75				37.75	
AMOGap	27.11		-21.08		15.58								2.25				29.3	

**See Instructions for Help in Explaining this section and in Safe Harbor Calculations*

ELA COMP

DISTRICT/SCHOOL-WIDE DATA Please see below for Individual grade level break down

DISTRICT/SCHOOL	ALL STUDENTS		IEP		FREE/REDUCED		ELL		ASIAN		BLACK		HISPANIC		INDIAN		WHITE	
	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P
06-07 AMO																		
AMOGap																		
Need % NP* For Safe Harbor																		

GRADE/s-LEVEL DATA BREAK DOWN

6	40	60	52.78	47.22	50	50	0	0	0	0	0	0	57.14	42.86	0	0	37.66	62.34
06-07 AMO	42		42		42								42				42	
AMOGap	18		5.22		8								.86				20.34	

7	34.1	65.9	85.76	14.24	62.22	37.78	0	0	25	75	0	100	40	60	0	0	33.97	66.03
06-07 AMO	45.42		45.42		45.42				45.42		45.42		45.42				45.42	
AMOGap	20.48		-31.18		-7.64				29.58		54.58		14.58				20.61	

8	14.05	85.95	76.11	23.89	24.44	75.56	0	100	0	0	50	50	10	90	0	0	13.87	86.13
06-07 AMO	45.42		45.42		45.42		45.42				45.42		45.42				45.42	
AMOGap	40.53		-21.53		30.14		54.58				4.58		44.58				40.71	

**See Instructions for Help in Explaining this section and in Safe Harbor Calculations*

READING

DISTRICT/SCHOOL-WIDE DATA There are no targets for reading therefore reading is included in Language arts Table.

	ALL STUDENTS		IEP		FREE/ REDUCED		ELL		ASIAN		BLACK		HISPANIC		INDIAN		WHITE	
	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P
DISTRICT/SCHOOL																		
06-07 AMO																		
AMOGap																		

GRADE/s-LEVEL DATA BREAK DOWN

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06-07 AMO																		
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06-07 AMO																		
AMOGap																		

**See Instructions for Help in Explaining this section and in Safe Harbor Calculations*

WRITING

DISTRICT/SCHOOL-WIDE DATA There are no targets for writing therefore reading is included in Language arts Table.

	ALL STUDENTS		IEP		FREE/ REDUCED		ELL		ASIAN		BLACK		HISPANIC		INDIAN		WHITE	
	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P	%NP	%P
DISTRICT/SCHOOL																		
06-07 AMO																		
AMOGap																		

GRADE/s-LEVEL DATA BREAK DOWN

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06-07 AMO																		
AMOGap																		

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AMOGap																		

**See Instructions for Help in Explaining this section and in Safe Harbor Calculations*

PARTICIPATION RATE

DISTRICT/SCHOOL-WIDE PAWS DATA

	ALL STUDENTS	IEP	FREE/ REDUCED	ELL	ASIAN	BLACK	HISPANIC	INDIAN	WHITE
LA Grade 6	98%	67%	97%	100%	0	0	100%	100%	98%
LA Grade 7	97%	76%	96%	100%	100%	100%	100%	100%	97%
LA Grade 8	98%	90%	98%	100%	0	100%	100%	100%	98%
MATH Grade 6	98%	67%	97%	100%	0	0	100%	100%	98%
MATH Grade 7	97%	76%	96%	100%	100%	100%	100%	100%	97%
MATH Grade 8	98%	90%	98%	100%	0	100%	100%	100%	98%

ADDITIONAL INDICATOR FROM PAWS

	ALL STUDENTS	IEP	FREE/ REDUCED	ELL	ASIAN	BLACK	HISPANIC	INDIAN	WHITE
% BB Reading (Grade 6)	7.3%	25%	9.4%	0	0	0	14.3%	0	3.8%
% BB Reading (Grade 7)	7.8%	69.2%	23.4%	100%	0	0	10%	100%	7.6%
% BB Reading (Grade 8)	2.6%	26.3%	6.4%	0	0	0	0	0	2.8%
% BB Math (Grade 6)	11.5%	25%	15.6%	0	0	0	29.3%	0	40.2%
% BB Math (Grade 7)	10%	69.2%	27.7%	100%	0	0	0	100%	10.8%
% BB Math (Grade 8)	20.4%	78.9%	29.8%	0	0	50%	20%	100%	18.8%

Attach Analysis of Other Data Sources. Data sources should include: Student Performance Data, Demographic Data, Program Data and Perceptual Data:

1. What data are being collected by your district/school and by whom?

Data from PAWS/PAWS alt. and NWEA assessments as well as the NAEP are collected by the school district and distributed to all buildings. In our school we use SRI/SRC Programs (Scholastic Reading Inventory/Scholastic Reading Counts) to ascertain a lexile level for every student and evaluate reading comprehension. Teacher-made assessments in all subject areas, common assessments, and demographic data are collected by school and district employees to evaluate student performance and make educational decisions.

2. Who sees the data and what is done with it?

- Administrators
- Students
- Instructional Facilitators
- Math Strategist
- Tutors
- Mentors
- Teachers
- Parents

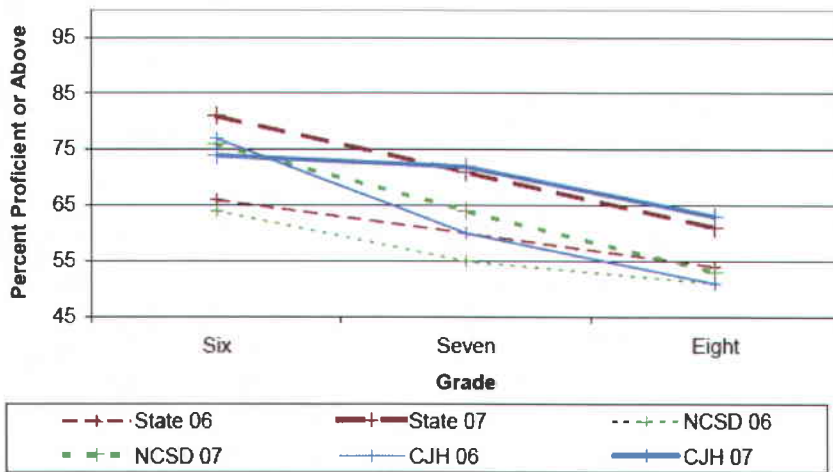
All data is compiled and evaluated to address student needs, drive instruction and direct our school improvement efforts.

3. What are the major themes/topics emerging from the data? Include strengths, challenges, and critical issues.

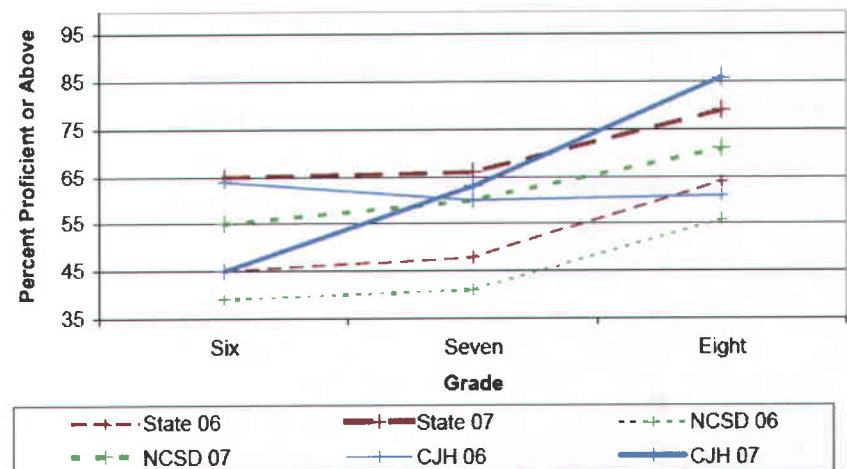
When looking at scores over time, PAWS data indicates Reading scores for 6th and 8th grade are improving. However, 7th grade scores declined slightly from 70.7% of students proficient or above in 2006 to 68.9% of students proficient or above in 2007. Math scores improved for both 7th and 8th grade students; however, 6th grade students declined slightly from 76.3% of students proficient or above in 2006 to 72.9% of students proficient or above in 2007. Writing scores for 7th and 8th grade students improved with the exception of 6th grade students who declined from 63.6% of students proficient or above in 2006 to 42.7% of students proficient or above in 2007.

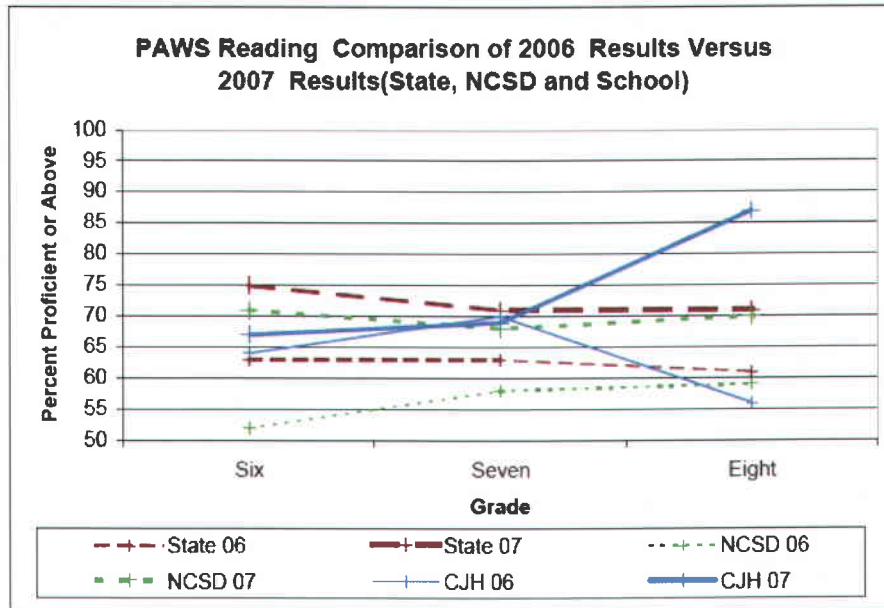
In looking at our participation rate for PAWS we must improve our sixth and seventh grade students participation rate in language arts and math. We also need to focus on our below basic sixth grade math group, our seventh grade IEP students who are below basic in reading and math, and our eighth grade IEP students who are below basic in math.

PAWS Math Comparison of 2006 Results Versus 2007 Results(State, NCSD and School)



PAWS Writing Comparison of 2006 Results Versus 2007 Results(State, NCSD and School)





In reviewing our NWEA results over time, seventh and eighth grade are above the NWEA mean results in Language. Centennial's eighth grade Spring 2006 and Spring 2007 mean Language RIT score was 221.32, an improvement of 1.46 from prior years. Centennial's seventh grade Spring 2006 and Spring 2007 mean Language RIT score was 219.5, an improvement of 2.86 from prior years. Centennial's eighth grade Spring 2006 and Spring 2007 mean Math RIT score was 233.86, an improvement of .83 from prior years. Centennial's seventh grade Spring 2006 and Spring 2007 mean Math RIT score was 229.8, an improvement of 3.22 from prior years. Centennial's eighth grade Spring 2006 and Spring 2007 mean Reading RIT score was 222.19, an improvement of .48 from prior years. Centennial's seventh grade Spring 2006 and Spring 2007 mean Reading RIT score was 220.13, an improvement of 1.65 from prior years. More importantly, the data shows we are scoring above the district and state in Math and Language Arts at all three grade levels and we intend to continue to strive for high standards and maintain or improve current rigor rates.

4. Reflect and analyze your data. What can you do with the data that will give insight into areas for improving District/School performance?

After looking at our data and at subcategories on the PAWS and NWEA Assessments, teachers are using this information to plan, modify and individualize classroom instruction to pinpoint categories with lower scores; for example: measurement for 6th grade math students, narrative text for 7th grade reading students and expository text/information relationships for 8th grade reading students.

5. What does the data tell us about our strengths and challenges, especially as it relates to student achievement and program/resources which support the learning?

Our data indicates overall improvement in reading, writing and math. Focused work in 7th grade reading, 6th grade writing, and 6th grade math will be addressed for these specific students throughout the 2007-2008 academic year. Additionally, we will continue to be very focused and deliberate in meeting the needs of our IEP math subgroup population. Interventions and activities have been added to the CJHS Action Plan specifically for this purpose. Interventions that were implemented during the 2006-07 school year that have contributed to the increase in proficiency levels include, but are not limited to, Individual Student Academic Goal Setting, After School Homework Program, Extended School Day Program, and Pyramid of Interventions for CJHS. These same interventions will continue to be used and modified for the 2007-08 school year. Specifically, for the 2007-08 school year, we have added a math strategist to our staff to help improve the math learning that is taking place in each math classroom and to help individualize grade level specific math strategies. Additionally, we will continue to be deliberate in meeting the needs of our IEP math students. Interventions and activities have been included in the CJHS Action Plan specifically for this purpose, including the use of RTI strategies, Winter Bridges, and the Add-Vantage math and assessment program, added this year.

ACTION PLAN

Complete 1 Sheet for each Intervention – Expand Sections & Add pages as needed!

If more Action Step Pages are needed: Select & Copy (Ctrl +C) this page, press CTRL+ENTER at bottom of page to add a blank page, press CTRL+V to Paste

NCA Goal #	See attached CJHS Action Plan.
RESEARCH-BASED INTERVENTION	<Type Intervention Here: Be sure to include an Intervention (action step page) and AMO for EACH subgroup not meeting AYP!>
Subgroup/s Intervention will be applied & AMO for Group:	<Type Subgroup & AMO (Annual Measurable Objective) that is to be achieved>
How will you know the strategies are making a positive difference:	
RESEARCH USED SELECTING INTERVENTION: (Follow guidelines & allowed sources provided in instructions)	
DATA USED IN SELECTION OF GOALS AND USED TO MONITOR/MEASURE INTERVENTION EFFECTIVENESS (Baseline/Post-Intervention Measures):	

<i>Activities to Implement the Strategy/Intervention. Identify steps for each applicable area below. If Additional documentation is included to support action plan reference it below and submit with plan.</i>	<i>Person(s) Accountable</i>	<i>Timeline – Be Specific</i>		<i>Required Resources (Include 10% PD Title I)</i>
		<i>Start</i>	<i>Complete</i>	
<u>LEARNERS/CLASSROOM:</u>				
<u>PROFESSIONAL DEVELOPMENT/TEACHERS:</u>				
<u>CURRICULUM/OTHER:</u>				



NCA ACTION PLAN: Language Arts

(No subgroups indentured as not meeting AYP, but connected to Math interventions for IEP and othe students)

School Name: Centennial Junior High School
School District: Natrona County School District #1
Targeted Population(s): ALL students

Date: October 11, 2007

NCA GOAL: All students will increase competence in the skills/strategies for reading a variety of texts.
Essence of Goal: Students shall be able to or shall use strategies that develop skills and making predictions, identifying main ideas, making inferences, making comparison and contrasts, making connections to previous learning and or experience and writing summaries.

Support Data Used in Selection of Goal:

1. PAWS
2. NWEA Growth Assessments
3. Scholastic Reading Inventory (SRI)

Assessments Used to Measure Goal:

1. PAWS
2. NWEA Growth Assessments
3. SRI

Research Used in Selection of Intervention:

1. *See Attached
- 2.
- 3.

ANNUAL MEASUREABLE OBJECTIVE: (one for each group that did not meet AYP)

All students will increase the Reading performance on the PAWS test in Reading comprehension

CURRENT PERFORMANCE ON PAWS:

Sixth Grade Reading: 65.7% proficient
Seventh Grade Reading: 68.9% proficient
Eighth Grade Reading: 87.2% proficient

PERFORMANCE TARGET: (measurable change):

The eighth grade reading score will be 61% or greater in the 2007-2008 PAWS assessment.