

Title – Academic, Career Content Area – None Grade Level – 9 th grade Students – 70 Interval of Service – One School Year		
Main Criteria	Element	Description
Essential Question: What is the most important outcome that will enable students to have better access to education through your services?		
Priority of Content	Objective Statement	Students will acquire the skills to make informed college and career choices while successfully graduating high school.
	Rationale	<p>In addition to providing instruction to students in high school, it is also our responsibility to ensure post-secondary success. In order to do this, we must take into account two areas:</p> <ol style="list-style-type: none"> Dropout Prevention - Research shows that students who have to repeat 9th grade are more likely to drop out. This is why part of my focus is to reduce the dropout rate by monitoring and supporting students who are failing major courses in 9th grade. Planning for Postsecondary Education - An important part of student success is goal setting. An Individual Learning Plan (ILP) is a tool to assist students in identifying and achieving postsecondary goals. This plan is generally created in 6th grade, and families are minimally involved in this critical process.
Essential Question: Where are my students now with respect to the objective?		
	Baseline Data / Information	<p>Dropout Prevention The following is the data for the past three years of retained freshmen:</p> <ul style="list-style-type: none"> 09/10 school year – 10/70 freshman students were retained. 10/11 school year – 9/65 freshman students were retained. 11/12 school year – 8/75 freshman students were retained. <p>Planning for Secondary Education While we have had an ILP process for 5 years, only 75% of students have it completely filled out. In a recent survey, only 25% said they find it helpful in planning post-secondary goals.</p>
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?		
Rigor of Target	Target(s)	<p>Dropout Prevention 65/70 freshmen will move on to the 10th grade.</p> <p>Planning for Secondary Education</p> <ol style="list-style-type: none"> 66/70 students will have an ILP totally filled out. 56/70 of students will respond in a survey that the ILP is somewhat to very helpful in planning post-secondary goals.
	Rationale for Target(s)	<p>Dropout Prevention In the 09/10 and 10/11 school years, about 14% of freshmen were retained. In the 11/12 school year, that number decreased to about 10%. Setting a goal to reduce that to 5% is rigorous yet attainable.</p> <p>Planning for Secondary Education</p> <ol style="list-style-type: none"> Last year, only 75% of students had an ILP that was complete. It is imperative that students complete the ILP to help plan for post-secondary success. While increasing that to 94% may seem too rigorous, this is an attainable target due to its importance. Last year, only 25% of students felt the ILP was useful. This was most likely because only 75% of students actually completed the ILP and students did not receive additional guidance. It was merely a compliance activity. By increasing the number of completed ILPs and providing more support and outreach, most students should feel that the ILP is somewhat to very helpful. Trying to increase an attitudinal change is difficult. Therefore, an increase from 25% to 80% is rigorous yet attainable.

<p>Quality of Evidence</p>	<p>Evidence Source(s)</p>	<p>Dropout Prevention 9th grade retention records</p> <p>Planning for Secondary Education</p> <ol style="list-style-type: none"> 1. ILP completeness report completed in May. 2. Results from ILP helpfulness survey administered in May.
	<p>Strategies</p>	<p>Dropout Prevention</p> <ul style="list-style-type: none"> • I will look at the students who were identified by 8th grade counselors and address those students early in the school year, making sure they have extra supports if needed. • I will start a student mentoring program. This program will pair up upperclassmen with at-risk freshmen. • I will monitor freshman grades closely and intervene at the earliest possible time. <p>Planning for Secondary Education</p> <ul style="list-style-type: none"> • I will involve parents in the ILP process by holding an information session twice a year. Parents will be given a copy of the ILP in the mail and during the information session. • I will provide support by meeting with advisors monthly to ensure the ILP is complete and post-secondary plans are being discussed with students. • I will have quarterly large group sessions with freshmen that focus on the use of the ILP for secondary planning. • I will recruit community volunteers to come in and speak to students about college and career paths. • I will also collaborate with core content teachers to provide guest speakers from their fields.