

Brevard County Public Schools School Improvement Plan 2015-16

Name of School:

Eau Gallie High School

Area:

Central

Principal:

Jeremy Salmon

Area Superintendent:

Jane Cline

SAC Chairperson:

Timothy Hillmann

Superintendent: Dr. Desmond Blackburn**Mission Statement:**

To serve every student with Excellence as the Standard

Vision Statement:

Eau Gallie High School will serve every student in an environment of college and career readiness by delivering the highest quality education in a culture of professionalism, collaboration, and learning.

Communication of School Improvement Plan:

Briefly explain how the mission, vision and school improvement plan is communicated to all stakeholders.

Eau Gallie's vision, mission and School Improvement Plan is communicated through input gathered and provided by teachers, parents, and students. Professional Learning Communities, the School Advisory Committee, Parent Survey results, Student Survey results and teacher feedback are the means for stakeholders to contribute to this process.

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Part 1: Planning for Student Achievement

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources:

Analysis of FCAT reading data since the 2011-12 school year reveals a pattern in the areas of students reading at level 3 and above, students making learning gains, and in the percent of the lowest quartile making learning gains in reading. Although the data from FSA ELA is incomplete, the data available from 10th grade students in 2014-15 supports the trend. While the pattern suggests that reading scores at Eau Gallie tend to take steps forward one year and steps back the next, the 2014 data reflected an overall increase of 2% in learning gains from 2013. Because FSA is new, and the results are not comparable to prior year's assessments, there will be no way to demonstrate learning gains. Spring 2015 FSA Mean-T scores show Eau Gallie at or above average scores for the state of Florida and behind average scores in the district for Geometry, 9th Grade ELA, and 10th Grade ELA, and behind the State and District average in FSA Algebra EOC. When the achievement scores are released later this year, we expect that the most recent trends will continue to show similar results for reading. While writing scores and math scores have fallen in recent years, we expect that the combination of school-wide AVID strategies and the implementation of Anchor Hour provided ample opportunities for student success that the scores will level out. The number of first and second semester failures for English/Language Arts or Math courses decreased from 1645 during the 2013-14 school year to 1066 during the 2014-15 school year. This improvement over last year's numbers suggests that modifications made throughout the year with regard to the Continuous Improvement Model (CIM) as suggested in the 2014-15 School Improvement Plan (SIP) helped to move us in a positive direction. The 3 point decrease in the number of students at or above grade level in math from 2013-14 to the incomplete numbers we have for 2014-15, indicates the need for continuing to monitor the interventions that are currently in place.

Additional End of Course (EOC) data available:

Biology-In 2015 68% of the students taking the Biology EOC scored proficient (level III and above).

US. History- in 2015 68% of the students taking the History EOC scored proficient (level III and above).

Results from the Cambridge AICE program demonstrate great measures of success. At the end of the 2014-15 school year, 80% of the AICE diploma candidates earned their AICE diplomas (32/40). Further, of the 543 students enrolled in AICE classes, 429 (79%) earned passing scores on the international college level exam. Individual subject areas showed noteworthy results with Art & Design, Biology, History, Global Perspectives, Math, Physics & Thinking Skills all having a 100% pass rate.

Eau Gallie's successes are centered on our school-wide AVID focus that incorporates WICOR strategies across the curriculum. There is a measure of inconsistency with regard to student success in the school as evidenced by superior results in Cambridge AICE classes and Collegiate High/ Dual Enrollment while the number of students at or above grade level in math, writing, and science have had declines in recent years. This disparity in results may be due to inconsistent application of the WICOR strategies across campus. Analyzing last year's focus on implementation of high order questioning reveals that even though 80% of classrooms were observed to have an Essential Question posted, engagement with the Essential Question was still inconsistent. This may be due to a disconnect between the Essential Question and the standard being taught. Additionally, the number of high order questions used during class was very limited, with only 6% of those questions at DOK level 4 and 16% at DOK level 3. Our School-Based Objective and subsequent action steps are designed to meet those needs.

School Year	% at Level 3 or Higher in Reading	% at Level 3 or Higher in Math	% Meeting the Writing Standard	% at Level 3 or Higher in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math	% of Lowest 25% Making Learning Gains in Reading	% of Lowest 25% Making Learning Gains in Math
2014-2015 Incomplete Data	58 Grade 10 only	56 Algebra only	NA	70	NA	NA	NA	NA
2013-2014	59	59	60	80	70	69	70	64
2012-2013	58	66	70	60	68	64	64	46
2011-2012	64	63	88	NA	71	64	73	61

Analysis of Current Practice:

As an AVID National Demonstration School, Eau Gallie High teachers are using Advancement Via Individual Determination (AVID) strategies school-wide in order to create consistency in classroom instruction. AVID emphasizes high-order thinking skills through strategies in which teachers are utilizing approaches such as; posting Essential Questions, Cornell Note-taking, Philosophical Chair, Socratic Seminar, interactive word walls, summarizing & note-taking, marking the text, the tutorial process or collaborative learning groups, providing feedback through data chats, and the daily use of Writing, Inquiry, Collaboration, Observation, and Reading (WICOR) strategies. Common strategies in each classroom assist the students in mastering the curricular requirements. Additionally, Eau Gallie took 75 teachers and administrators to the AVID Summer Conference in Orlando, Florida in July of 2015 in order to develop a deeper understanding of the AVID approach and its impact on student achievement and to engage teachers in collaborative efforts of lesson design with high order questioning and rigor in mind.

Incorporating the AVID philosophy of college readiness compliments the rigorous international college level Cambridge AICE Program. This program offers rigorous course work including an embedded international assessment at the end of the course. This provides students with the possibility of earning college credit here on campus. Students vie for the prestigious AICE Diploma by enrolling in the AICE courses and passing the international exams. Students not only earn college credit prior to leaving high school but also gain the skills necessary for college success and retention. Overall pass rate for the school wide AICE exams was 79.0% for 2015. Of the more than 3,200 college credits earned by the students of Eau Gallie High School during the 2014-15 school year, over 1,500 of them were earned through the Cambridge AICE program.

Eau Gallie High School also follows the B.E.S.T. (Brevard Effective Strategies for Teaching) model. Through this model Eau Gallie has been able to successfully demonstrate interrelatedness of its AVID approach and conduct professional development sessions with an AVID focus. Throughout the 2013-2014 school year on Early Release PD days, teachers participated in on-going professional development on the implementation of Differentiation. AVID strategies were modeled with fidelity and teachers were engaged in AVID-style learning opportunities.

In an effort to continuously improve upon practices that impact student achievement, teachers are engaged in professional development with regard to the Understanding by Design (UbD) approach to planning. This will enable academic areas to fine-tune the common formative assessments employed last year, assuring that assessment is designed with mastery of the standards in mind. Modification of these assessments will continue to be a primary

topic of discussion in our Professional Learning Communities as teachers evaluate whether formative checks truly demonstrate progress toward concept mastery. Administration supports this effort by providing research-based implementation strategies through professional development sessions and an expectation of the application of B.E.S.T. teaching practices and AVID strategies. Administrators conduct classroom walkthroughs to monitor the instructional practices in the building.

Best Practice:

According to the Instructional Culture Insight Survey, Eau Gallie High School's strongest areas are the induction of new teachers and leadership, both of which relate directly to school culture. Eau Gallie scored highest among all secondary schools in Brevard in the area of school culture. The National Education Association, in Importance of School Climate (2013), culture refers to the "unwritten rules and expectations among the school staff." The support provided by faculty for each other toward maintaining a high performing learning culture, challenging students to high levels of rigor, and supporting each other in a trusting environment where teachers are comfortable discussing instructional practices and analyzing data with the goal of determining what is working and what is not, has had a positive impact on student achievement and job satisfaction. While a positive culture by itself does not necessarily equate to student success, when paired with best practices and supportive leadership, the results can be remarkable.

The importance of providing students with a rigorous curriculum that challenges them to engage in high order thinking skills is essential to developing lifelong learners. According to the 2015 According to the Maryland State Department of Education publication Better Thinking and Learning (1991), teachers who ask "higher-order" questions promote learning because these types of questions require students to apply, analyze, synthesize, and evaluate information instead of simply recalling facts. These are skills that apply both in the classroom and to all aspects of college and career.

In spite of the obvious educational advantages of emphasizing higher-order questions, research studies of classrooms conducted by Gall (1970) and Hare and Pulliam (1980) confirm that only 20 percent of classroom questions posed by teachers require more than simple factual recall. John Goodlad (1983) reports that only about one percent of classroom discussion invited students to give their own opinions and reasoning.

This year, as teachers address a new paradigm in lesson planning, through the Understanding by Design approach, they will purposely develop engaging lessons, incorporating strategic high-order thinking questions, with the end in mind. To do this they first identify a desired outcome, next determine what is considered acceptable evidence, and finally, plan learning experiences and instruction. The end goal is not the acquisition of knowledge but the application of new knowledge and skills in solving problems. Wiggins and McTighe (2005) explain that "Doing something correctly, therefore, is not, by itself, evidence of understanding." They continue to explain that "To understand is to have done it the right way, often being reflected in being able to explain *why* a particular skill, approach, or body of knowledge is or is not appropriate in a particular situation." Utilizing thought-provoking questions that allow teachers to formatively assess student progress and students to explore the depth of their understanding, challenge them to question their ideas, and use new information to demonstrate mastery will have positive impacts on student achievement.

CONTENT AREA:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Parental Involvement	<input type="checkbox"/> Drop-out Prevention Programs
<input checked="" type="checkbox"/> Language Arts	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Arts/PE	<input type="checkbox"/> Other:		

School Based Objective:

All teachers at Eau Gallie will implement standards aligned, High Order Questioning with fidelity to encourage more complex thinking and learning for all students with the purpose of increasing student achievement.

Strategies:

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
1. Lack of understanding of the Understanding by Design (UbD) lesson planning process, and time to develop Unit Plans that utilize UbD.	a. Educate teacher leaders about the UbD planning process through available professional development opportunities. b. Utilize available common time to train all teachers in the process of Understanding by Design unit planning c. Design common course level unit plans utilizing the Understanding by Design framework.	Assistant Principal of Curriculum; Teacher leaders; Department Chairs; Teachers	August, 2015 - March, 2015		Agendas, Minutes, and materials from Departmental PLC meetings
2. Lack of understanding regarding how to promote collaborative student opportunities	a. Employ AVID tutorials/ collaborative activities to engage students b. Provide professional development opportunities on early release days for teachers to learn how to implement collaborative AVID activities c. Teachers will implement collaborative AVID strategies in their classrooms	AVID site team/AVID coordinator	August, 2015 – May, 2016		Sample lessons; Classroom observation and feedback
3. The need to increase the use of motivational strategies that keep students engaged in	a. Provide professional development in district's Positive Behavior Support (PBS) initiative	English Department; PBS committee members; teachers;	August, 2015 – May, 2016		Department specific writing activities that engage the students in high level thinking; P.D. agenda and

writing across the curriculum	<p>b. Utilize Anchor Hour and Anchor Hour Action Plans to encourage academic success</p> <p>c. Teachers will implement strategies associated with PBS as incentive for promoting positive behaviors</p>	Administration Team; Guidance Counselors			<p>materials, certificates, plaques, and tokens</p> <p>Awards Assembly agenda</p> <p>Classroom observations and feedback</p> <p>Completion of Google Docs Students at-risk Survey</p>
4. Not offering students enough opportunities to engage in high order thinking activities or Writing strategies across the curriculum.	<p>a. Continue to provide professional development on High Order Questioning as a means for appropriate implementation of Critical Thinking across the curriculum while skillfully modeling AVID/WICOR strategies</p> <p>b. Utilize the Understanding by Design unit lesson planning model to development and incorporate High Order Questions and AVID/WICOR strategies for lessons.</p>	Assistant Principal over Curriculum; Administrative Team	September, 2015 – May, 2016		Agendas and materials used in training; observation and feedback

EVALUATION – Outcome Measures and Reflection-begin with the end in mind.

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of professional practices throughout the school)*

Qualitative & Quantitative Outcomes:

- All teachers will work collaboratively with teachers of the same course to develop a unit lesson plan in the Understanding by Design format.
- All teachers will increase rigor in their classrooms through the use of High Order Questioning in the classroom as evidenced by administrators observing more than 50% of classroom teachers, on any given day, utilizing High Order Questioning as documented in ProGOE² Dimensions 2 and 3.
- All teachers will increase their use of AVID writing strategies to engage students more deeply in their conceptual learning as evidenced by administrators observing more than 50% of classroom teachers on any given day.
- All teachers will utilize tutorials or other collaborative strategies with students, evidenced by administrators observing more than 50% of classroom teachers, on any given day.

- All teachers will post an Essential Question and Daily Objective in their classrooms, evidenced by classroom observation and evaluation.
- All teachers will participate in the PBS Commendation Student Award System on a monthly basis, evidenced by student prize drawings, and as indicated on the year-end survey.

Qualitative and Quantitative Student Achievement Expectations: *(Measures student achievement)*

Qualitative & Quantitative Outcomes:

- Student achievement scores at Eau Gallie High School will have a percentile rank in writing higher than the 65th percentile, and reading and math proficiency higher than the 62nd percentile.
- A student survey will be conducted during the second semester, 2016.
- Decrease in student referrals, by at least 10%, as documented on discipline data for 2015-2016.
- Number of students receiving more than 2 behavior referrals will decrease 10% as documented by discipline data for 2015-2016.
- Increase number of 9th graders being promoted to 10th grade by 5%, as evidenced by status of 9th grade promotion in 2016.
- At least 75% of the student population will evidence proficiency in the skills/strategies presented on End of Course Exams (EOC).
- At least 75% of the student population will evidence “satisfactory or higher” in science on the 2015 EOC tests.

Part 2: Support Systems for Student Achievement (Federal, State, District Mandates)

For the following areas, please write a brief narrative that includes the data for the year 2014-2015 and a description of changes you intend to incorporate to improve the data for the year 2014-2015. Instructions and support are provided in each section to assist with what data you may include. The instructions are intended to be a guide and may be deleted from each cell to allow for appropriate typing space.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI

The primary function of each of our school-based leadership teams is to ensure, with fidelity, that a common understanding of the purpose and outcomes is clear, responsibilities for accountability are determined, that policies support implementation of the plan and that appropriate support is provided through leadership, professional development, data support, and technical support.

Anchor Hour has been established to provide another level of support for academic success. Students with D’s and F’s are identified at each interim and each teacher is responsible for contacting a parent/guardian and identifying the student’s areas of weakness. The Administrative Team and Guidance Counselors meet individually with each student to create an Action Plan that incorporates student-owned action steps that the student will take to achieve academic success by the end of each quarter.

Collaborative Mutual Accountability (CMA) teams are established to support the lowest 25% of students. Plus, each department analyzes and disaggregates common assessment data to identify trends and address concerns.

Fidelity of Best Practices is assessed through classroom walkthroughs conducted by Administrators, and peer observations, of the instructional process. Measurement of Tier 1 is based upon the degree to which teachers implement core instruction. Tiers 2 and 3 focus on the structured support system which consists of regular meetings to

determine student response to intervention, and barriers to the intervention. Progress charts may be utilized to determine the student's academic progress to show response to intervention.

Data is collected from a multitude of sources including; FCAT 2.0, EOC's, AICE Cambridge, FAIR test data, Florida Alternative Assessments, CELLA, teacher input, and parent/teacher conferences.

PARENT AND FAMILY INVOLVEMENT: In the 2015 school year, Eau Gallie High School parents and community members recorded over 33,800 volunteer hours of parental engagement opportunities. This is an increase in volunteer hours recorded for 2012-2013, and 2013-2014 school years.

Based on the 2015 parent survey, areas of concern from 2014 were still the main areas of concern:

- EDLINE: learn to use tool effectively, non-user-friendly, train students, train teachers, utilize the calendar to advertise sports, and other events (drama, music, clubs events), consistently post assignments and grades
- SAFETY: Only 76% of the respondents described the school environment as Good or Excellent on safety. Concerns addressed in comments included that the campus is too open to the outside and student safety in the hallways
- Need to communicate college and career/prep information and SAT/ACT testing information

These areas of concern represent the struggle to communicate information that is vital to the current and future success of our students to their parents and their safety and well-being while in our care.

To address parent concerns, we continue to provide opportunities that keep teachers up to date on the uses and functions available through Edline. Additionally, access for students and parents to the computer labs is available at Orientation, Open House, and during Anchor Hour. Administration is available to teach parents how to get the most from Edline, including connecting email and phone numbers to their account.

The EGHS Security Plan was updated for the 2015-2016 school year, in an effort to address safety, specifically during Anchor Hour. We have limited access to portions of the campus, making the supervision of students more effective. We have 14 administrators and staff monitoring all areas of campus accessible to students. Furthermore, our Code Black evacuation plan has been updated and communicated to the students, and faculty. The plan is specific in regard to administrative duties/assignments and teacher responsibilities and takes into account the need to monitor construction activities just outside of the school campus.

We continue to improve the communication tools that we have already in place. Upcoming events, including college/prep and SAT/ACT testing information are addressed through a variety of means; the EGHS newsletter is distributed electronically weekly, Blackboard Connect, the Edline web page, and the school marquis. Further, we have enhanced communication with parents through a variety of applications including; Twitter, and Facebook. Communicating to the parent the importance of utilizing all means of access to information is a priority. We continue to expand on the use of the official Eau Gallie Twitter account that allows us to "tweet" important events directly to hundreds of followers.

STUDENT SURVEY RESULTS:

Based on 2015 Eau Gallie student survey results, the number of students reporting using technology to create projects in their classes increased 5% from 27% in 2014 to 32% in 2015. The increase may be due to the increase in the number of teachers designated as Bring Your Own Technology (BYOT) teachers last year. These teachers have spent time in professional development, worked collaboratively to develop engaging lessons that incorporate technology in ways that enhance their lessons and give students the opportunity to create products that show concept mastery, and have committed to implementing the use of technology on a daily basis.

Additionally, in 2014, it was determined that 21st century skills were not taught with fidelity in classrooms. In 2015, of the 1252 student respondents, 52% reported that they were learning 21st century skills often. These skills include the practical use of technology, collaboration, communication, meaningful projects, real-world issues, research skills, organizational skills, and personal character. The results of this survey indicate that a focus on school-wide WICOR strategies that integrate relevant, rigorous, high-order thinking skills with the standards in mind is needed to prepare our students for the 21st century college and career.

Approximately 77% of Eau Gallie students reported that they feel safe at our school, and 19% stated that they do not feel safe. Of the 96% of students that responded to this portion of the survey, only 22% answered where they feel least safe. The primary area of concern is in the hallways, with 13% of students reporting that area as where they do not feel safe. Modifications to anchor hour supervision coverage, limiting student access to some portions of campus during anchor hour, and a reevaluation of our Security Plan will ensure supervision of students at critical times, providing students a more secure environment. All hallways are supervised throughout the entire Anchor Hour.

Early Warning Systems (SB 85)

1. Provide the following data related to the school's early warning system:

- The number of students by grade level that exhibit each early warning indicator listed above
- The number of students identified by the system as exhibiting two or more early warning indicators

Fill in BLANKS with Number of Students														
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance <90										48	49	53	42	194
1 or more ISS or OSS										67	39	35	27	168
Level 1 in Reading or Math										63/43	61/64	28/14	29/14	181/100
Course Failure in ELA or Math										267	327	329	143	1066
Students exhibiting 2 or more indicators										191	210	213	154	768

2. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

- CMA teams established to support lowest 25%
- Anchor Hour implemented to provide an additional opportunity for student academic success
- Anchor Hour contracts for students failing 2 or more classes in the prior year
- Increased teacher/parent communication regarding students "At Risk"
- Anchor Hour Action Plans created to assist students in academic achievement
- PBS initiative implemented to increase motivation and keep students engaged

CTE/STEM:

Eau Gallie STEM-related clubs and activities include; Technology Student Association (TSA), Vocational Industrial Clubs of America (VICA), Science Research, Science Fair, Future Problem Solvers (FPS), and Odyssey of the Mind (OM).

EGHS had 274 students scheduled to take CTE-STEM industry certification exams in 2015, a 78% increase over 2014. Of those 274 students, 100% sat for the exam, and 173 passed, representing a 54% increase in students receiving industry certification over the 2013-14 school year.

College and Career Readiness

1. EGHS uses the Avid Strategies and overall course curriculum to help students in CCC to succeed upon completion of this course by obtaining the skills necessary to have developed proficiency required for today's business environment. These skills being Micro Type, Microsoft Office 2013, Portfolio building, communication skills, use of general technology for the workforce/college and awareness of expectations of today's workforce/college. They leave with leadership skills and the confidence to make decisions about their future.
2. CTE programs enable students to apply the core academic disciplines into the various career fields of the respective CTE programs. Emphasis on science and math is integrated into each curriculum to teach/train students to be able to enter the workforce or pursue further post-secondary education upon graduation.
3. Eau Gallie High School's focus on college and career readiness has had significant impact on the success of Eau Gallie graduates. Our commitment to continuing professional development on the use of AVID strategies, such as that experienced by 75 teachers and administrators who attended the AVID Summer Institute, will continue to pay dividends for our students. According to the Department of Education's High School Feedback Report, 61.8% of our students completed at least one AP, IB, AICE, or Dual Enrollment course, compared to 59.1% in our district and 53.3% statewide. Additionally, 56% of our graduates attended a public or independent postsecondary institution which exceeds the 54.49% of students statewide and slightly behind the 60% of students in the district.

Incorporated by reference in Rule 6A-1.099811, F.A.C. (August 2013)

PreK-12 TRANSITION This section used to meet requirements of 20 U.S.C 6314(b)(1)(g).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

1. EGHS administration and counselors visit with middle school students who are transitioning into high school with academic and elective course options, graduation requirements, early registration, guidance procedures, and opportunities to get involved in campus life.
2. Transitional IEPs allow incoming ESE students to continue to have their needs met while the students engage in challenging classes. Guidance counselors meet with students and families to evaluate student needs and design appropriate goals and objectives.
3. Outgoing seniors are counseled on college and career through the guidance department and by AVID mentors. Seniors participate in an exit interview designed to guide the student in the path of their choice while providing EGHS with valuable information about the success of programs that are in place at school.

(TITLE 1 SCHOOLS ONLY)

Highly Qualified Teachers

Describe the school based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1.		
2.		
3.		

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly effective	Provide the strategies that are being implemented to support the staff in becoming highly effective
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**ALIGNMENT OF SCHOOL IMPROVEMENT PLAN
AND
TITLE I SCHOOLWIDE PLAN**

Required Elements of a Title I Schoolwide Plan (SWP) /School Improvement Plan (SIP) (Section 1114 – Components of a Schoolwide Program)	Check the area(s) where each element is addressed in the SIP.	Additional information and references from Title I of the Elementary and Secondary Education Act (ESEA):
1. Include data from comprehensive needs assessment of the school	<i>__Rationale</i>	<i>Include academic achievement of students in relation to the state academic content and achievement standards. Be sure to include migrant, if applicable.</i>
2. Provide opportunities for all children to meet state standards	<i>__Analysis of Current Practice</i>	

	<p><i>__ Strategies</i></p> <p><i>__ MTSS</i></p>	
3. Utilize scientifically based strategies to strengthen the core academic program	<p><i>__ Analysis of Current Practice</i></p> <p><i>__ Best Practice</i></p> <p><i>__ Strategies</i></p>	<i>Strategies, materials and programs that are research based are a required element of any objective.</i>
4. Include additional strategies that increase the amount and quality of learning time	<p><i>__ Strategies</i></p> <p><i>__ MTSS</i></p> <p><i>__ CTE/STEM</i></p>	<i>All schools are required to indicate what additional learning opportunities are made available during school, before and/or after school, and during summer, when applicable, and help provide enriched and accelerated curriculum.</i>
5. Include strategies for meeting the educational needs of historically underserved subgroups, low-achieving, and at-risk students	<p><i>__ Strategies</i></p> <p><i>__ MTSS</i></p> <p><i>__ Early Warning System</i></p>	<i>These may include counseling, pupil services, and mentoring services.</i>
6. State the means of determining whether student needs in the above requirement (#5) are being met	<p><i>__ Strategies</i></p> <p><i>__ MTSS</i></p> <p><i>__ Early Warning System</i></p>	<i>Address how the school will determine the educational needs of historically underserved subgroups, low-achieving, and at-risk students are being met</i>
7. Incorporate instruction by highly qualified teachers	<p><i>__ Highly Qualified Teachers</i></p>	<i>All instructors working in a Title I school are required to be Highly Qualified (Section 1119). If you have personnel that do not meet the requirements, list strategies to support staff to become highly qualified.</i>

8. Include strategies that support high quality and ongoing professional development for teachers, principals, and paraprofessionals	<input type="checkbox"/> <i>Best Practice</i> <input type="checkbox"/> <i>Strategies</i> <input type="checkbox"/> <i>MTSS</i>	<i>Each school receiving Title I funds shall devote sufficient resources to effectively carry out this requirement.</i>
9. Include strategies to attract high quality, highly qualified teachers	<input type="checkbox"/> <i>Highly Qualified Teachers</i>	<i>Schools must indicate how they mentor, attract and retain high-quality and highly qualified teachers.</i>
10. Include strategies to increase parent involvement	<input type="checkbox"/> <i>Parental Involvement</i>	<i>Each Title I school is required to complete a Parent Involvement Plan (PIP) and that plan may be used to meet the requirements of this section in the SIP.</i>
11. Include strategies that assist preschool children in the transition from preschool to kindergarten	<input type="checkbox"/> <i>Transition from Preschool</i>	<i>Elementary schools must identify how they will assist students in early childhood programs, such as Head Start and VPK, with the transition into elementary school.</i>
12. Include teachers in using student achievement data to plan the overall instructional program	<input type="checkbox"/> <i>Analysis of Current Practice</i> <input type="checkbox"/> <i>Strategies</i> <input type="checkbox"/> <i>MTSS</i>	<i>Described in Section 1111 (b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.</i>
13. Provide additional assistance for low-achieving students that shall include measures to ensure that students' difficulties are identified in a timely manner	<input type="checkbox"/> <i>MTSS</i>	<i>Every school is required to incorporate strategies on how they will address the needs of low performing students that experience difficulty mastering the proficient and advanced levels of academic achievement standards (Section 1111 (b)).</i>
14. Specify coordination with other federal, state, and local programs	<input type="checkbox"/> <i>Analysis of Current Practice</i> <input type="checkbox"/> <i>Best Practice</i> <input type="checkbox"/> <i>MTSS</i>	<i>Schools should include any alignment to other state, federal and local programs that support the educational programs of the school such as violence prevention, nutrition programs, Early Childhood, and Head Start.</i>

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School Name

Principal's Signature

Date