



Annual School Improvement Plan: High School-LAP 2013-2014

School: Hudson's Bay High School

Date Submitted: October 8, 2013

Records of the annual approval of School Improvement Plans by the Vancouver School District Board of Directors are on file in the office of the Superintendent.

Most data elements displayed below are available on the OSPI School Report Card site. The remaining elements (% of Students Continuously Enrolled, % Mobility, and % Attendance Rate) are compiled by Vancouver Public Schools Research and Evaluation Services.

Complete requested information:

- | | |
|--|--|
| <u>1383</u> Number of 6-8 or 9-12 Students | <u>63.8</u> % of Free and Reduced Lunches |
| <u>66</u> % of Students Continuously Enrolled | <u>14.2</u> % of Students in Special Education (IEPs) |
| <u>31</u> % Mobility | <u>88</u> % Attendance Rate |
| <u>4.1</u> % of Limited English Students | |

LAP Secondary, High School

Ethnicity: 3.5% Asian 4.5% Black 22% Hispanic 1.3% Native American 62% White

SHARED VISION

Excellence in Education

In partnership with home and community, Vancouver Public Schools provides an innovative learning environment that engages and empowers each student to develop the knowledge and essential skills to become a competent, responsible, and compassionate citizen.

COMPREHENSIVE NEEDS ASSESSMENT

a. Check those items below that your school team used to review and analyze new school-level data for your annual needs assessment.

- Survey of parents, staff, and students (spring 2013) conducted by Center for Educational Effectiveness
- Parent input (School Improvement Planning meetings and parent meetings)
- Teacher-led Observation Protocol (Learning Walks, 5-Dimensions)
- School Data Notebooks
- Student Intervention Team/PLC Team data review (spring 2013, fall 2013)
- 2012-13 MSP/HSPE results (including grade-level scores, sub-group data, and strand analysis)
- MSP/HSPE trend data (OSPI website)
- EOC spring 2013
- MAP: Reading Math
- NWEA Progress Reports (MAP)
- QRI data: fall, 2013
- MBA (fall, winter, spring)
- Curriculum-based measures
- Classroom formative assessments data/progress reports from intervention classes
- Other: _____

- b. OSPI has encouraged schools to look for the presence of nine characteristics that are highly correlated to high performing schools, according to research. (See descriptions on separate page.) Indicate the status of your school on each item, as supported by surveys, accomplishments, and academic data, and identify a minimum of two that will be the focus of school improvement this year.

You are required to complete Comments for any area marked “Needs Improvement.”

	High Strength	Moderate Strength	Adequate Strength	Needs Improvement
Clear and Shared Focus Comment: <u>School LI Team developed a clear plan on a page and PD calendar. This is reviewed yearly.</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High Standards and Expectations Comment: <u>School-wide definition of academic rigor. School-wide discipline plan.</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective School Leadership Comment: <u>Change/transition in school leadership.</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High Levels of Collaboration and Communication Comment: <u>PLC Teams participate in data shares during designated instructional meetings.</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum, Instruction and Assessment Aligned with Standards Comment: <u>PLC Teams using vertical/horizontal alignment to create assessments aligned to standards.</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frequent Monitoring of Teaching and Learning Comment: <u>Use of the 5D protocol for school-wide learning walks.</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focused Professional Development Comment: <u>Plan on a page and PD calendar is staff developed, supports the work for the district and Hudson's Bay.</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive Learning Environment Comment: <u>PLC & CT time to support teachers, Pyramid of Interventions provides support for student</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High Levels of Community and Parent Involvement Comment: <u>We have seen some increase in parent and community involvement through the Hudson's Bay Foundation.</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOLWIDE REFORM STRATEGIES

- a) Explain how the school will organize and deliver core and supplemental curriculum, instructional strategies and effective methods, that utilize scientifically-based research, using a Response to Intervention model, to improve academic achievement for all students in the school, with an emphasis on low achieving students, students from diverse cultures, and historically underserved populations.

All students have opportunities to achieve at their instructional level in a four-tiered literacy system of instruction and intervention that coordinates with the Washington State system (Vancouver includes an advanced level).

Comprehensive assessment occurs through district-mandated and program assessments, including MSP/HSPE, WELPA, MAP, QRI; and classroom unit tests, basic facts screening, problem solving tasks, and MBA. Data is collected, shared, and discussed in vertical teams in the spring of each year when the forecasting process takes place. This process helps identify students that need additional effective and timely assistance. This assistance may be in specific elements of the reading process: phonics, fluency, vocabulary, and comprehension, or the math process: concept development, basic facts, vocabulary, problem solving and application (LAP or Special Ed). Core instruction follows a delivery model of 1/3 whole group, 1/3 small groups (flexible groupings), and 1/3 individual practice. Small groups provide the opportunity to have differentiated lessons and intentional skills teaching. Students are continuously progress monitored, with individual adjustments made to pacing, practices, and groupings as needed. Curriculum and strategies are selected from district-approved options that utilize scientifically-based research to meet students' needs.

Check reform strategies that you use in your school's instructional program to provide opportunities for all children to meet the state's proficient and advanced levels of achievement.

- Have measurable goals and benchmarks, aligned with state goals, EALRs, GLEs, transitioning to Common Core State Standards
- Align curriculum and instruction with goals, EALRs, GLEs, and/or Common Core State Standards, performance expectations
- Assess students' needs in relationship to common standards and goals
- Diagnose strengths and weaknesses and use these to design specific instructional plans to improve student learning
- Use effective methods and instructional strategies, based upon scientifically-based research, to strengthen core program
- Use effective methods and instructional strategies, based on scientifically-based research, to improve academic achievement of underachieving students in intervention programs
- Implement all district curricula with fidelity to ensure maximum efficacy and equitability
- Emphasize differentiation of instruction to meet needs of individual students
- Increase the amount and quality of learning time
- Assess, analyze, and use ongoing data to monitor progress, change delivery of instruction, evaluate success
- Assure that instruction is delivered by highly-qualified teachers and paraeducators
- Implement Response to Intervention model for problem solving
- Other: Academy Model of Intensive Intervention, AVID, SIOP, and PD involving Standards Based Grading

b) Strengthen core academic programs

READING: Check district courses you use for Core reading instruction 180 days:

- AP English with approved supplemental trade books and reciprocal reading across genre
- Pre-AP English with approved supplemental trade books and reading strategies
- Freshman English with approved supplemental trade books and reading strategies
- Sophomore English with approved supplemental trade books and reading strategies
- Junior English with approved supplemental trade books and reading strategies
- Senior English with approved supplemental trade books and reading strategies
- Other: _____

MATH: Check district programs/approaches you use for Core math instruction 180 days:

- VPS Math Guide
- Holt McDougal Algebra, Geometry, Algebra 2

WRITING: Check district programs/approaches you use for Core writing instruction:

- Writer's Craft
- Six Trait Writing
- MSP/HSPE Instructional Guides and Anchor Set Annotations
- McDougal Little Literature (New Adoption)
- Writer's Inc.
- VPS Secondary Writing Framework

c) **Increase amount and quality of learning time**

READING: Check district programs/strategies you use for supplemental intervention for students reading below benchmark level on HSPE or district assessments:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Academic Literacy I, II (Reading Apprenticeship) | <input checked="" type="checkbox"/> MSP/HSPE Released and Practice Items with Rubric |
| <input checked="" type="checkbox"/> Comprehensive Literacy (System 44/Read 180) | <input checked="" type="checkbox"/> Extended Day Opportunity |
| <input checked="" type="checkbox"/> Reading Apprenticeship (ELL support) | <input type="checkbox"/> Other: _____ |

MATH: Check district programs/courses/approaches you use for supplemental math intervention for students below benchmark level on EOC or district assessments:

- | | | |
|--|--|--|
| <input type="checkbox"/> Applied Math | <input checked="" type="checkbox"/> Money and Math | <input type="checkbox"/> Holt McDougal |
| <input checked="" type="checkbox"/> Math Lab | <input checked="" type="checkbox"/> Foundations | <input type="checkbox"/> College Prep Math |
| <input type="checkbox"/> AGS | <input checked="" type="checkbox"/> Extended Day Opportunity | <input checked="" type="checkbox"/> EOC Released Items |
| <input type="checkbox"/> Other: _____ | | |

WRITING: Check programs/approaches you use to assist students that are below benchmark level on MSP/HSPE or district assessments in writing:

- | | |
|--|--|
| <input type="checkbox"/> Step Up to Writing | <input checked="" type="checkbox"/> Writing Modules |
| <input type="checkbox"/> GLAD Strategies | <input checked="" type="checkbox"/> MSP/HSPE Practice and Anchor Set Annotations |
| <input checked="" type="checkbox"/> MSP/HSPE Writing Checklist | <input checked="" type="checkbox"/> Other: <u>SIOP</u> |

d) **Increase the strategies for meeting the educational needs of historically underserved populations**

READING/MATH/WRITING: Check strategies you use to assist students that are below benchmark level on MSP or district assessment in reading/math/writing:

- | | |
|---|--|
| <input type="checkbox"/> Templates | <input checked="" type="checkbox"/> Modeling and Exemplars |
| <input checked="" type="checkbox"/> AVID | <input checked="" type="checkbox"/> Cooperative Learning |
| <input checked="" type="checkbox"/> Math Manipulatives | <input type="checkbox"/> Reciprocal Teaching |
| <input type="checkbox"/> Student Math Talk | <input checked="" type="checkbox"/> Instructional Stations |
| <input checked="" type="checkbox"/> Cornell Notes | <input checked="" type="checkbox"/> Flexible Grouping |
| <input checked="" type="checkbox"/> Writing Frames | <input checked="" type="checkbox"/> Graphic Organizers |
| <input checked="" type="checkbox"/> High Probability Instructional Strategies | <input checked="" type="checkbox"/> Choral Responses |
| <input checked="" type="checkbox"/> Gradual Release of Responsibility (I do/We do/You do) | <input checked="" type="checkbox"/> Interactive Notebooks |
| <input checked="" type="checkbox"/> Other: <u>SIOP</u> | |

e) **Address the needs of all students, particularly the needs of low achieving students**

Describe the groups of students that receive supplemental intervention in your school, especially regarding underachieving students. (Review *sample below* and revise entries as appropriate to your school.)

Student Group Receiving Supplemental Interventions	Who Delivers Instruction	Where Instruction is Delivered	Average Amount of Time
9th and 10th grade targeted LAP Students (L1 & L2)	LAP Advocates	Varies	Daily
11th and 12th grade targeted students not on track to graduate	LAP Advocates and Success Academy	Varies	Daily
9 th and 10 th grade L1 & L2 Students	Read 180, Academic Lit 1 and 2, teachers, lit specialist	Classroom and some pull out support	Daily

Students on IEPs	Casemanagers and teachers	Classroom and some pull out	Daily
11th and 12th grade students significantly off track for graduation	Success Academy	Classroom	Daily, 3-period block
9 th and 10 th grade students in Algebra/Math Lab Block (L2)	Algebra teachers-2 p	Classroom	Daily, 2-period block
11 th & 12 th grade students in Math w/Apps COE class (did not pass EOC)	Math w/Apps teacher	Classroom	Daily
9 th grade students (L2 & L3)	Freshmen "SET" Block –English, Science, NextTool/21 st Century Skills Teachers	Classroom	Daily, 3-period block

INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

The district's Human Resources Department screens the professional records of all certified staff to ensure teacher assignment is based on qualifications of being highly qualified for the position.

HIGH QUALITY AND ON-GOING PROFESSIONAL DEVELOPMENT

Professional development within Vancouver Public Schools is district-wide and school-based. The district offers ongoing core and supplemental program training opportunities to develop common knowledge and skills. A school-based Literacy Specialist provides instruction and modeling for literacy and assessment areas. All math teachers participate in required professional development supporting implementation of the district Math Initiative and adoption of new materials.

Ongoing school level professional development activities relate to the school's established priority areas that need improvement. (It may also include opportunities for parents and paraprofessionals.) Indicate the type of professional development activities your building will use to accomplish your School Improvement Goals/Learning Targets (Action Plans).

Setting

- Faculty meetings
- Professional Learning Communities
- Book studies
- EIE Learning Walks
- Team meetings
- Early Release meetings
- Summer Institutes
- 5-Dimensions of Teaching and Learning
- Department meetings
- Professional Learning Communities
- Other: _____

Content

- Research-based literacy strategies; e.g., 5 elements of literacy
- Research-based math strategies; e.g., manipulatives, problem solving
- Research-based writing strategies; e.g., six trait, accordion paragraph
- Specific programs; e.g., *Writer's Craft*
- Data analysis
- Technology as a tool for learning
- Response to Intervention
- Poverty or sub-group workshops
- Authentic Student Engagement
- Elements of Instructional Excellence
- Positive Behavior Intervention Support
- Other: _____

ATTRACT HIGH QUALITY TEACHERS TO HIGH NEED SCHOOLS

Briefly describe the strategies that are used to attract highly-qualified staff to work in your school.

Vancouver Public Schools has developed a systemic model of attracting highly qualified teachers, consisting of:

- **Compensation:** Addressing the reality that teachers spend time outside of the student day, week, and year to fulfill their professional role, Vancouver uses local levy funds to provide a professional stipend.

- **Extended Duties:** Teachers have opportunities to engage in compensated extended duties such as intramurals and summer school activities
- **Assessment and Evaluation:** The professional development and evaluation model begins with a self-assessment and goal-setting conference with the teacher's supervisor, which provides the foundation for the year. The professional development and evaluation process is focused on growth over a teacher's career and is supported by a comprehensive professional development program.
- **Professional Growth and Development:** Vancouver's integrated professional growth program is part of a comprehensive recruitment, evaluation, development, and retention model. The data from the teacher self-assessment is one tool that is used in the design of professional development opportunities.

To support teachers in engaging in professional development, the district provides guaranteed professional development funds. Educators may apply for additional monies from unused funds in the pool. Teachers may use the funds for in-district professional development, attendance at conferences, NBPTS certification, or college and university coursework.

Additionally, all certificated staff participate in professional learning communities focused on the four questions:

1. What do we expect students to learn?
2. How will we know when they have learned it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?

- **Recruitment:** The district hires centrally and begins the process in February with target hire dates of April/May. Early recruiting and a systemic plan enables Vancouver to diversify its teaching staff and hire great teachers.
- **Interviewing:** Vancouver's systemic recruitment model includes internal and external screening of potential hires. Potential hires are invited to a Candidate Day. At a Candidate Day, applicants spend the day in Vancouver learning about the district and participating in an interview. A team of building administrators, using a consistent set of questions, conducts interviews. Questions target values that research has shown to be evident in highly effective teachers. Candidate responses are scored against descriptors of highly effective teachers, aligned with the assessment and evaluation criteria. Successful candidates are offered employment within the district and then are placed when specific openings are identified.
- **Mentoring and Induction:** All new hires participate in a comprehensive induction program. In August, new educators participate in New Educator Training with goals of providing an understanding of district culture, creating a sense of belonging and identity within our culture, providing support for a successful year, and connecting new hires with district support staff. During the training, new educators meet their mentor and begin forming the relationship that will support their work together over the year. The district has full-time released teacher mentors who have a caseload of new teachers. The mentor works with the new educator and building administrator to deliver individualized mentoring that includes elements such as: observation and debrief, observation of master teachers, co-planning lessons, demonstration teaching, and analyzing student assessment data. Mentors participate in a comprehensive professional development program to build skills in working with adults and meeting the needs of teachers new to the profession and new to the district. At the building level each new teacher is assigned a buddy teacher for the school year and new teacher meetings are held regularly. These meetings provide information on Building Initiatives, online grade book use or other procedures unique to the building and educational profession.

The district's Accelerated Student Learning Plans establish academic goals, and identify school, parent and student strategies and accommodations to help the student meet his/her grade level goals.

The documents are reviewed at Student-Led Conferences. Goals are mutually developed in the fall by the classroom teacher and student in English classes. Progress is monitored throughout the school year to determine Response to Intervention and changes in interventions assigned.

List strategies/activities to enhance home-school partnerships and improve student learning, with special emphasis on engaging the traditionally hardest-to-reach parents and families.

Parents are invited to attend a variety of meetings including various curriculum nights (e.g., Open House, 8th grade Magnet Information, AVID, 9th Orientation), parent conferences, parent advisory, and Hudson's Bay Foundation. Parents are invited using flyers, email, and phone calls home. In addition to these opportunities, information on community resources and support is provided in monthly newsletters as well as phone calling systems and emails. Parents are encouraged to help monitor their student success by providing space and support for school work at home. Teachers are communicating consistently with parents about grades, assignments, and progress through the Skyward system. In the 2013-14 school year a Family Community Resources Coordinator will be added at Bay. This person will work with parents, students, and staff to increase support and build partnerships.

PRESCHOOL TRANSITION TO ELEMENTARY SCHOOL

Does not apply to high school

TEACHER DECISION-MAKING ON USE OF ACADEMIC ASSESSMENTS

Briefly describe how teachers are included in the decision-making process and data analysis regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program. Describe the process for providing additional timely and effective assistance to students, who are experiencing difficulties mastering the state standards.

Vancouver Public Schools has a comprehensive assessment system in place, which includes QRI, WELPA, MSP, EOCs, MAP, MBA, and an array of core and supplemental intervention program assessments. The PLCs meet to analyze academic assessments on students. PLCs meet twice each month or more often as needed.

All staff members are involved in developing and monitoring the School Improvement Plan each year. During this process the overall instructional program's effectiveness is analyzed.

TIMELY ADDITIONAL ASSISTANCE FOR UNDERACHIEVING STUDENTS

Check any additional, specific methods and models that your school uses to provide for ongoing, continuous improvement for all students, with particular emphasis on underachieving students:

- Regular assessment and program monitoring
- Regular communication of progress
- Literacy Coach/Specialist
- LAP Advocate
- Additional periods of content area intervention
- SIOP strategies
- Academy Programs (high school-credit deficit)
- Credit Recovery classes (school year and summer session)
- Regular grade level/department data analysis and planning meetings
- Professional Learning Communities
- Other: ELL Lead Teacher

COORDINATION & INTEGRATION OF FEDERAL, STATE, & LOCAL SERVICES & PROGRAMS

Briefly describe how programs at your school coordinate and integrate with any federal, state, and local programs and agencies (Homeless, violence prevention programs, nutrition, housing, Math Helping Corps, etc.) Students participate in the basic education program offered by the Vancouver Public Schools' staff. All other state and federal programs are supplemental to the basic education program. The guidelines for each supplemental program are followed to ensure compliance. Title I, Part A, and IDEA are federal and state funds that are coordinated with our basic education program to provide Title I, Special Ed, and ELL intervention or supplemental support to students having difficulty meeting proficiency with grade level standards. The following programs are coordinated at the district level with our Title I, Part A schoolwide plan: Title II, State Bilingual, Title III, McKinney-Vento Homeless, State Challenge Program, and IDEA. Review the School Improvement Plan Index for specific supplemental funds/programs described at this site.

LAP SCHOOLS ONLY

- A. Explain how your school will document the use of your LAP funds.** *Note: participating students are "greatest in need" (underachieving students) in grades K-twelve (12) who score below standard (levels 1 and 2) for their grade level on the statewide and district assessments and who are identified in the approved plan to receive services.*

Expenditures from our LAP funds will be documented through our budget and LAP process. The majority of our LAP funds are used for staffing extended learning opportunities and tutoring support for our most struggling students. This staffing includes a literacy specialist who provides instruction and supervises the activities of any paraeducators who provide additional support. LAP-qualified students have been determined, through MSP/HSPE, MBA, MAP, EOC and district assessments, to be those students in greatest need of assistance to reach proficiency in reading or math. Some professional development opportunities are utilized to improve teachers' skills in teaching reading and/or math to underachieving students. Program results will be studied through grade-level teams, department meetings, Professional Learning Communities, and SIP planning and evaluation.

- B. Briefly describe the process for identifying and selecting eligible LAP students. Include student assessments that are utilized to identify and select the most-in-need underachieving students (this requires a rank order listing of students in program).**

Vancouver Public Schools has a comprehensive assessment system in place, which includes MSP/HSPE, MAP, QRI, WELPA, and an array of core and supplemental intervention program assessments. MSP/HSPE scores are reviewed to designate Level 1 and Level 2 students. This data, plus other district assessments are used by administrators, teachers, and counselors to create a rank order list to identify the students in need of extra support. This process allows teachers an opportunity to target specific instructional needs and to identify those intensive students entitled to receive additional LAP services. Strategic students (Level 2) are given assistance, as space and staffing are available. The teachers and specialists use the collected data to determine how to best meet the instructional needs of the student(s) and to determine the groupings of students, the duration of groupings, and the materials/programs employed to deliver instruction. Throughout the year, each team participates in analyzing students' assessment data and reviewing the instructional decisions for these students. Team and department meetings also give teachers the time to work on placements, adjustments, and strategies.

- C. Describe how your school delivers services to those students most-in-need of services and how those students enter and exit LAP services, including how LAP letters of entrance and exit from program services are distributed to parents. (A sample letter may be provided by the Title I/LAP office.)**

Based on the rank order list of the neediest students, parent notification letters are sent home. A copy of this letter is also put in the students' cumulative file. Parents declining services must sign a declination letter. This letter is placed in the student's cum file. Most students in need of intensive instruction will be given supplemental instruction outside their core literacy/math basic education classes. A LAP Advocate may meet individually with students to support and monitor student progress. LAP students will be continually monitored, assessed, and progress reviewed in a variety of ways. Each building has developed an approach based on assessment data and student performance. These reviews occur throughout the school year by either teams comprised of different disciplines or PLC teams. The building Literacy Specialist plays an instrumental role in the review of student data and communication with the student's advisor and/or LAP teacher. Adjustments to interventions occur as needed. Students are exited based on meeting predetermined scores

on MAP assessments, QRI, and/or English/Math grades of B or higher. Exit notification letters will be sent to parents and placed in the student's cumulative file. Students failing to meet adequate progress will have one of the following things altered in their current intensive instruction model: group size, curriculum, duration, or intensity of intervention. Additional intervention services may be offered.

D. Describe how your LAP program coordinates with the regular education program.

The LAP program is supplemental to the core instruction. The LAP teacher may plan corresponding units that mirror Basic Ed skills and concepts taught in the regular curriculum or students may receive extra support in learning the regular English curriculum. The LAP intervention follows a consistent process of additional instructional time for small groups and uses supplemental, research-based programs and strategies, focused on targeting deficit areas. Communication is a priority between classroom teacher and specialist. The teacher will share with parents at conference time the Accelerated Student Learning Plan and MAP Goal Setting Worksheet that will include student achievement goals; LAP interventions; roles of the student, parent and teachers; communication procedures; and plan reviews and adjustments. As students exit program, the school tries to create a seamless integration of the student back into the regular education program.

E. Describe how your LAP program provides supplemental (i.e., additional) services to students beyond those services that are normally available to all general education students.

All students are entitled to the regular education offerings of core reading and core mathematics instruction. LAP service will be additional assistance given as a required elective to those students that have qualified on state and district assessments as intensive or strategic learners in these subject areas. Students have opportunities for additional help both before and after school. LAP Advocates carry a caseload of students for the purpose of mentoring students and closely monitoring academic progress. Students in 11th and 12th grades who are not on track to graduate on time are often assigned to a LAP Advocate for additional support.

2012-2013 SCHOOL IMPROVEMENT ACTION PLANS

Complete and attach the literacy, mathematics, culture and climate, and technology 2012-2013 school action plans by **November 5, 2013**. These plans are located in separate word documents.

LAP SCHOOL IMPROVEMENT PLAN

PRINCIPAL CERTIFICATION

2013-2014

My signature certifies this is a true and accurate description of my school's data, serves as an annual review of our SIP, certifies that a majority of staff has been provided the opportunity for input, and that written modifications have been included in my school's 2013-2014 SIP Narrative and Action Plans.

Signature: _____ Date: _____

School: _____

*Turn in to the Chief of Secondary Education no later than **November 5, 2013.***