



Interlake High School

Improvement Plan 2010-11

Bellevue School District

Comprehensive Needs Assessment

Data Source	Data Analysis
<p>Data sources examined include:</p> <ul style="list-style-type: none"> State HSPE scores AYP improvement steps Semester grades IB and AP results Demographic trends 	<p>HSPE/WASL</p> <ul style="list-style-type: none"> The percentage of students meeting standard increased for all students in the areas of Reading, Writing, and Science from 2008-09 to 2009-10. The percentage of students exceeding standard (Level 4) increased in the areas of Reading, Math, and Science from 2008-09 to 2009-10. 34% of the students at Interlake did not meet standard on Math in 2009-10. Interlake did not meet AYP in 2009-10 for Low Income in Math. The prior year, Interlake did not meet AYP for Hispanic and Special Education students in Math. For 2009-10, there is an achievement gap in the following areas: <ul style="list-style-type: none"> Hispanic students (Math, Science) Special Education students (Reading, Writing, Math, Science) Low Income students (Math, Science) <p>Grades</p> <ul style="list-style-type: none"> The department with the largest number of students with a D or F grade is Math, with 264 students (21%) earning a D/F grade 4th quarter 2009-10. <p>IB/AP</p> <ul style="list-style-type: none"> The number of students attempting the IB Diploma has nearly tripled in the last four years, from 41 in 2008 to 117 in 2012 (anticipated). The largest growth has been in the number of students attempting the “traditional” IB Diploma rather than the “gifted” IB Diploma. In the 2010 IB Diploma results, 75 of 84 students (89%) earned the IB Diploma. The average score for Gifted students was 34 and the average score for Traditional students was 29. Four students earned a score of 40+, placing them in the top .05% of students worldwide. One student earned a bilingual IB Diploma. 597 students took 1198 AP exams in 2010, with a pass rate of 57.7% (an increase of 3.7%). IHS had the highest pass rate in the district. For AP subjects in which at least 10 students tested, IHS had no subjects in which fewer than 50% of the students received a passing score.

- In 2009-10, Interlake had the following participation in IB/AP level coursework:
 - 12th grade – 192 (77.4%)
 - 11th grade – 254 (76%)
 - 10th grade – 258 (67.1%)
 - 9th grade – 68 (18.4%)
- Interlake currently offers 39 different courses at the IB/AP level.
- The class of 2010 had the following access to IB/AP coursework:
 - 91% of non-Gifted students took at least 1 IB/AP course.
 - 88% of African American students took at least 1 IB/AP course.
 - 86% of Hispanic students took at least 1 IB/AP course.
 - 85% of free/reduced lunch students took at least 1 IB/AP course.
 - The average graduate in 2010 (non-Gifted) earned 6.09 IB/AP credits. Gifted students earned an average of 13.58 IB/AP credits.
 - By discipline, 63% attempted IB/AP level of work in English, 69% in Math, 71% in Science, and 74% in Social Studies.
- According to the 2010 IB results, Interlake's average score exceeded the World average (for subjects that had at least 10 attempts) in the following subjects:
 - English A1 HL
 - French B HL
 - Spanish B HL
 - Spanish B SL
 - Env. And Social SL
 - Hist. of Americas HL
 - ITGS HL
 - ITGS SL
 - Biology SL
 - Physics HL
 - Physics SL
 - Mathematics HL
 - Mathematics SL
- According to the 2010 IB results, Interlake's average score was below the World average (for subjects that had at least 10 attempts) in the following subjects:
 - French B SL

District Goal #1—Closing the Achievement Gap

SMART Goal Statements for 2010-11

School SMART Goal(s)	Title I/LAP Goal(s)
<p>After a review of Interlake’s HSPE/WASL data on the State assessment and end-of-year district assessments, the data for Interlake shows a continued need to improve student performance on the state HSPE assessment. Therefore, at Interlake, we will increase student performance in all areas, expecting 100% of students to demonstrate positive growth on the Spring 2011 HSPE.</p> <ul style="list-style-type: none"> • In the area of Reading, 67.8% of students are at Level 4, 20.6% of students are at Level 3, 5.9% of students are at Level 2, and 4.1% of students are at Level 1 on the Reading measures. Specifically, we will expect the percentage of students achieving a Level 4 to be at or above 67.8%. We will expect the percentage of students achieving a Level 2 or 1 to decrease by at least 10%. • In the area of Writing, 65.1% of students are at Level 4, 28.9% of students are at Level 3, 3% of students are at Level 2, and 1.5% of students are at Level 1 on the Writing measures. Specifically, we will expect the percentage of students achieving a Level 4 to be at or above 65.1%. We will expect the percentage of students achieving a Level 2 or 1 to decrease by at least 10%. • In the area of Math, 38.9% of students are at Level 4, 26.9% of students are at Level 3, 17.7% of students are at Level 2, and 15% of students are at Level 1 on the Math measures. Specifically, we will expect the percentage of students achieving a Level 4 to be at or above 38.9%. We will expect the percentage of students achieving a Level 2 or 1 to decrease by at least 10%. • In the area of Science, 27.8% of students are at Level 4, 45.2% of students are at Level 3, 10.5% of students are at Level 2, and 15% of students are at Level 1 on the Science measures. Specifically, we will expect the percentage of students achieving a Level 4 to be at or above 27.8%. We will expect the percentage of students achieving a Level 2 or 1 to decrease by at least 10%. 	<p>Reading: All LAP students will meet or exceed state reading standards as determined by the Spring 2011 HSPE. The goal is for all students to score a 3 or 4 on the HSPE.</p> <p>Writing: All LAP students will meet or exceed state writing standards as determined by the Spring 2011 HSPE. The goal is for all students to score a 3 or 4 on the HSPE.</p> <p>Math: All LAP students will meet or exceed state math standards as determined by the Spring 2011 HSPE. The goal is for all students to score a 3 or 4 on the HSPE.</p>

Intervention and Differentiation Strategies / Program

School	Title I/LAP
<ul style="list-style-type: none"> • Students who benefit from a smaller-class setting will be able to access this environment in all four core subject areas (English, Math, Science, Social Studies). • Teachers will work collaboratively to differentiate the common curriculum in order to meet the targeted learning needs of students in the class. • VIBES volunteers will be targeted to support instruction within Math and Chemistry classes. These volunteers will be utilized to support struggling students by offering small group and individual student support. • Students will have access to targeted instructional support through our Academic Workshop program. Students meet with a peer tutor and a certificated teacher for an hour on Mondays, Tuesdays, Thursdays and Fridays to focus on areas of need in Mathematics and on select days English. 	<ul style="list-style-type: none"> • Support classes will be offered for English and Math. These classes will teach critical vocabulary, pre-teach essential concepts, and re-teach concepts students are struggling with. Additionally, students will have access to programs to accelerate the attainment of specific skills (MyAccess for Writing and Mathematics Navigator for Math). This intervention is LAP funded. • Students will meet with their assigned counselor once per week before school to focus on time management, study support, and organizational skills through Saints Study. Data, including incomplete homework assignments or tests, is collected by the counselors, and then it is reviewed and evaluated on a regular basis to determine student progress. Our Family Intervention Specialist also gathers data on poor attendance. The data further supports the student. Counselors coordinate further supports for students as needed through parent contact. • A LAP instructional aid will support students in English and Math Support classes. This individual will be utilized to provide small group and individual support.

Progress Monitoring

School	Title I/LAP
<p>Mid-year progress monitoring will be accomplished via:</p> <ul style="list-style-type: none"> • MAP assessments (to be implemented Winter, 2010) • Mathematics Navigator from America's Choice. • Common assessments <p>End-of-year progress monitoring will be accomplished via:</p> <ul style="list-style-type: none"> • MAP assessments • Mathematics Navigator assessment data • Common assessments • HSPE results 	<p>Mid-year progress monitoring will be accomplished via:</p> <ul style="list-style-type: none"> • MAP assessments (to be implemented Winter, 2010) • Mathematics Navigator from America's Choice. • Common assessments <p>End-of-year progress monitoring will be accomplished via:</p> <ul style="list-style-type: none"> • MAP assessments • Mathematics Navigator assessment data • Common assessments • HSPE results

District Goal #1—Closing the Achievement Gap

SMART Goal Statements for 2010-11

School SMART Goal(s)

After reviewing the data from the 2009-2010 school year, 420 out of a total 1366 students received a D or F in one or more of their core subjects (Math, Science, English, Social Studies, Special Ed) in the fourth marking period. By June 2011, the number of students receiving one or more D an F grades in their core classes will decrease by 10%.

- Data will be compared between the 2009-2010 vs. 2010-2011 school years
- Data will also be compared between the second and fourth marking period of the 2010-2011 school year.

Intervention and Differentiation Strategies / Program

School

- Support classes will be offered for English and Math. These classes will teach critical vocabulary, pre-teach essential concepts, and re-teach concepts students are struggling with. This intervention is LAP funded.
- Students who benefit from a smaller-class setting will be able to access this environment in all four core subject areas (English, Math, Science, Social Studies).
- Teachers will work collaboratively to differentiate the common curriculum in order to meet the targeted learning needs of students in the class.
- Saints Study is a LAP intervention offered before school by the counselors. Student progress in classes is monitored and students are taught organizational and effective study skills.
- Students will have access to targeted instructional support through our Academic Workshop program. Students meet with a peer tutor and a certificated teacher for an hour on Mondays, Tuesdays, Thursdays and Fridays to focus on areas of need in Mathematics and on select days English.

Progress Monitoring

School

Mid-year progress monitoring will be accomplished via:

- Quarter and semester grades.
- Common assessments

District Goal #2—Extending Learning

SMART Goal Statement for 2010-11

After a review of the 2010 AP and IB Scores, we have determined a continued need to improve performance of students extending their learning.

- In terms of AP- the data of our school shows an overall pass rate (those scoring 3 or higher) of 75.9%. Of those passing the AP exam, 54.09% are scoring 4's and 5's. By July 2011, at Interlake High School, we will increase those passing the AP exam and scoring 4's and 5's to 64%. Based on July 2010 scores, 25% did not pass the AP exam (scored a 1 or 2). Additionally, by July 2011, at Interlake High School, we will decrease those not passing the AP exam to 15%. Specifically, we will increase the percentage of students earning 4/5 scores on the AP exam by 10% and decrease the number of student not passing by 10%.
- In terms of IB- the data at our school shows an overall pass rate (those scoring 4/5/6/7) of 89%. By July 2011, at Interlake High School we will increase the overall pass rate of IB to 99%. Additionally, of those passing the IB exams, 66.2% passed with a 5/6/7 IB score. By 2011, at Interlake High School, we will increase those passing the IB exam with a 5/6/7 to 76.2%. Specifically, we will increase the percentage of students earning 5/6/7's on the IB exam by 10% and decrease the number of student not passing by 10%.

Intervention/Differentiation	Progress Monitoring
<ul style="list-style-type: none"> • Curricular materials that have been introduced into the Gifted IB/AP courses to provide appropriate depth (e.g. additional source materials in Social Studies) will be made available for all students in the Traditional IB/AP courses to provide differentiation for stronger students. 	<p>Progress monitoring will be accomplished via:</p> <ul style="list-style-type: none"> • Monitoring of internal assessments • Spring IB and AP exams

Professional Development

Professional Learning Cycles	Title I/LAP Professional Development
<p>The following Professional Learning Cycles relate to the attainment of the school-wide SMART Goal(s). Title I/LAP staff are included in this work.</p> <p><u>Cycle One Dates</u> Direct Teaching: September 8 – October 7 Safe Practice: October 11 - 29 Observation/Feedback: November 1 – 24</p> <p><u>Cycle Two Dates</u> Direct Teaching: December 8 – January 11 Safe Practice: January 12 – February 9 Observation/Feedback: February 10 – March 8</p> <p><u>Cycle Three Dates</u> Direct Teaching: March 9 – April 1 Safe Practice: April 11 - 29 Observation/Feedback: May 2 - 20</p>	<p>The following professional development will occur in addition to the school-wide work pertaining to the building's SMART Goals(s). These professional development activities will support Title I/LAP staff, engaging them in additional learning opportunities that will enable them to promote the goals related to the Title I/LAP identified students in the building.</p> <p>The professional development strategies described above will promote integration with the regular school program and overall school planning and improvement efforts through:</p> <ul style="list-style-type: none"> • School-wide professional development in August on meeting the needs of all struggling students in classes by establishing a climate structured for success. Training focused on the need for establishing positive relationships and explicit expectations for various instructional activities. • Math LAP teachers will receive ongoing professional development throughout the year on the implementation of Mathematics Navigator.

Parent, Family and Community Involvement

School Plan	Title I/LAP Specific Strategies
<p>Examples of parents and community involvement that support student learning in our school include: the PDC, PTSA, and VIBES mentors and tutors. In addition, we also offer a Black Student Union to our students and families as well as a group called ELITEZ, which is a group for our Latino population. Both groups work with families, students, teachers, and administrators in helping students with academics focusing on college preparation.</p> <p>Examples of specific evening events that connect with parents and families include:</p> <ul style="list-style-type: none"> • Curriculum Night • AVID Night • Open House • Gifted Senior Update • IB Information and Registration Night • IB Group IV Night • IB Information Night 	<p>Additional strategies the school will use to increase the involvement of parents, family members, and the broader community are described here. These actions will be supported by Title I/LAP funds and are in addition to the basic community engagement plan.</p> <p>Our school solicits perceptions from diverse parent & community groups in designing our school plan by asking parents to complete a yearly survey. Results are compared with student and staff perceptions.</p> <p>Parents and families are involved in the planning, review and improvement of the school plan through representation on the Program Delivery Council.</p> <p>The school provides information to parents on student achievement through PTSA newsletters and the school web site.</p>

Program Coordination

<p>In an effort to coordinate the basic education program with the Title I/LAP programs in Bellevue, the school district Title I/LAP office will provide support in transitioning Head Start students into the district's kindergarten programs. Additionally, all Title I programs provide supplemental services that are directly connected to the adopted BSD curriculum.</p> <p>Title I/LAP services in Bellevue also coordinate with and integrate Federal, State, and local services and programs. For example, a Human Services Grant in conjunction with the city of Bellevue provides additional support to families, including homeless students. Human Services Specialists are located at each of five Human Services Centers: Sherwood Forest, Stevenson, Ardmore, Lake Hills and Phantom Lake Elementary.</p> <p>The transition from 8th to 9th grade is intentionally addressed via several specific programs:</p> <ul style="list-style-type: none"> • Link Crew connects trained junior/senior mentors with small groups of incoming 9th graders. This partnership builds positive relationships with older students and serves as a vehicle to ease the transition to high school. A Link Crew orientation is held in late August and all incoming 9th graders are invited. Specific check-in activities are held throughout the fall to continue to build these relationships. • Starting Strong targets incoming 9th graders who struggled the most in 8th grade. Students attend "class" for a week in August. Four teachers representing the four core subject areas pre-teach the first 2 weeks of curriculum. As a result, students who traditionally struggle end up starting class ahead of their peers. • AVID begins building connections in 8th grade by bringing students up to the high school to spend part of a day in class. Once students have begun 9th grade, AVID serves as a vehicle to support students as they strive for success in their classes.

Use of Technology to Facilitate Instruction

In the Bellevue School District, we use computers as tools to support student learning, in the same way we use library resources, calculators, or math manipulatives. In our school, technology is used to:

- Develop and deliver the curriculum. An online curriculum that is supported by classroom technology (Smart Boards, computer labs, etc.) and is visible to students and parents makes learning accessible to students.
- Assess student learning. Examples of technology used to assess student learning include classroom formative assessment tools (Senteo response system) as well as software diagnostic tools (MAP, MyAccess, Mathematics Navigator).
- Support student learning. Students who need additional targeted instruction to develop foundational skills in reading, writing, and math have the advantage of technology tools (through MyAccess and Mathematics Navigator) to enable students to monitor their skill development via immediate feedback on work.
- Deepen student understanding in research projects. Students have access to high-quality online databases for research projects, such as the IB Extended Essay.
- Provide for a collaborative learning environment outside of school. Students have the ability to access peer-to-peer messaging boards (via class subscription sites such as Web Assign) to support continual learning.
- Engage students in projects. Students utilize technology for class projects and presentations.

Characteristics of Successful Schools

Our school will use the nine characteristics as a guide to refine our work. Our work this year related to our School Improvement Plan and our Title I and/or LAP goals is led by Russell White, our school principal. Mr. White not only serves as the building's instructional leader, but also encourages the contributions of all staff members in our efforts to realize the Bellevue School District mission of providing every student with a top-of-the-line college preparatory education that prepares each student to enter and succeed in a college of their choice. Through strong and effective school leadership on the part of Mr. White, in concert with teacher leaders in the building, we are embracing ongoing learning and reflection. The specific strategies we are implementing this year that embody the nine characteristics of successful schools include:

- **Instructional Leadership Teams (ILT) and Professional Learning Communities (PLC).** At Interlake, we have the *clear and shared focus* on the targeted instructional area of increasing engagement in a rigorous and relevant curriculum. We are addressing this area through the promising practice(s) of cooperative learning. Our school's clear and shared focus is fostered by the guidance of our school's Instructional Leadership Team. The ILT examines student work and engages the staff in ongoing conversations about student learning and growth. Teachers in our school work in Professional Learning Communities where the conversations around student learning emphasize the need for and implementation of strategies related to differentiated instruction. Our PLCs are committed to *high levels of collaboration and communication* with the end goal of increasing student achievement and helping all students meet or exceed rigorous district and state standards. Finally, the ILT in our building supports and leads *focused professional development* around our building's targeted instructional area and promising practice(s). This year, much of our building-based professional development will help teachers incorporate differentiated instruction into their classrooms.

- **Bellevue School District Common Curriculum.** Our school uses the Bellevue School District common curriculum as the foundation for all core content subject area lessons. Bellevue’s *curriculum materials and lessons have been aligned to Washington State standards* and *set high expectations for student learning*. The curriculum materials include teacher resource material, student material, formative and summative assessment tools, and, in some areas, resources for accommodations, modifications, and extensions that help teachers meet student needs.
- **Assessments to Monitor Progress and Guide Instruction.** Our school engages in the *frequent assessment and monitoring of student learning* and the examination of this data to help guide instruction. The use of DIBELS and MAP data three times a year (in the fall, winter, and spring) provide benchmark and progress monitoring data that allows our school ILT and PLCs to determine student growth in reading and/or math. Additionally, our PLCs engage in protocols around looking at student work (LASW). The LASW protocols help teachers identify students’ areas of strength as well as students’ challenges, and then engage in conversation around what needs to happen in a grade level, content area, or specific classroom to improve student outcomes.
- **Safe and Civil Schools.** Our school implements the practices of Safe and Civil Schools. Seven staff members serve on our building’s Safe and Civil Schools Team, a group whose mission it is to examine the school climate, provide feedback and training to staff about strategies that can improve the school climate, and assess the success of our school climate efforts. Additionally, the Safe and Civil Schools Team provides professional development and guidance for the staff around the Safe and Civil Schools framework known as CHAMPS. By systematically teaching the expectations for behavior and learning, as well as implementing positive behavior supports across the school, we are making a concerted effort to ensure our school has a *supportive learning environment* for all students.
- **Family and Community Engagement.** Our school recognizes that high levels of family and community involvement in the school supports increased student achievement. To that end, we have a documented plan for engaging parents, caregivers, and family members in the school. This plan is attached to our School Improvement Plan. One of our main goals in drawing families, caregivers, and community members into our school is to strengthen the school climate—our openness and desire to engage all of the important adults in our students’ lives in the educational process ensures that we are building a *supportive learning environment* where all students feel safe and respected.

Program Evaluation

This Title I/LAP plan will be reviewed to determine the progress of participating children. The program will be revised, if necessary, to provide additional assistance such as before- or after-school and summer programs. Our plan for program evaluation includes the following actions and timeline:

- Interlake’s Program Delivery Counsel (PDC) will review the LAP plan and Support programs beginning in February (after 1st semester grades) to evaluate the effectiveness of the plan and the programs. Adjustments for interventions will be made at that time.
- Interlake’s ILT will continue to monitor academic performance data throughout the year to make decisions regarding the implementation of school-wide promising practices for each cycle.

Highly Qualified Staff

The Qualifications for Teachers and Paraprofessionals requirements will be implemented through Bellevue School District's Human Resources Department.

In the school, the following individuals provide Title I/LAP services to students.

<u>Certificated Staff</u>	<u>Highly Qualified</u>	<u>Not Highly Qualified</u>
<ol style="list-style-type: none">1. Emma Cook2. Nicole Schoeneman3. Sarah Fox4. Jackie Horst5. Kristen Patterson6. Mary Beth Gunson7. Maya Vergien8. Scott Marcum	<ol style="list-style-type: none">1. Yes2. Yes3. Yes4. Yes5. Yes6. Yes7. Yes8. Yes	
<u>Paraprofessional Staff</u>	<u>Highly Qualified</u>	<u>Not Highly Qualified</u>
<ol style="list-style-type: none">1. Jason Rimkus		

The names below certify this plan is in accordance with all applicable **Title 1/LAP** rules and regulations.

Name & Title	Name & Title
Name & Title	Name & Title
Name & Title	Name & Title
Name & Title	Name & Title
Name & Title	Name & Title
Name & Title	Name & Title
Name & Title	Name & Title
Name & Title	Name & Title

Title I Program and Services Guidance	LAP Programs and Services Guidance
<p><u>Program and Services Expectations</u></p> <p>Title 1, Part A provides federal dollars to supplement educational opportunities for schools to help disadvantaged children meet high academic standards. The program focuses on promoting reform in high poverty schools and ensuring student access to scientifically based instructional strategies and challenging academic content.</p> <p>The intent of the law is that all students are first and foremost the responsibility of basic education. Title I funded programs are to “add to”, not replace, basic education responsibilities. This requirement ensures that all eligible students served by Title I programs receive services that are in addition to what they receive if no Title I funded programs were available.</p> <p>Therefore, Title I services must be in addition to regular classroom instruction. Students are not to be “pulled out” of primary classroom instruction for reading, writing, or math support.</p> <p>It is considered supplanting if Title I funds are used to provide:</p> <ul style="list-style-type: none"> • a program that was provided the prior year with other funds, or • services that the district is required to make available under federal, state or local law. <p>Funds may be used to provide the following program/services that support the school’s Title I goal(s):</p> <ul style="list-style-type: none"> • Targeted instruction in reading, math, language arts (writing), including readiness in these areas • Extended learning time through extended day, week or year activities. • Professional development for certificated and classified Title I staff that focuses on the needs of diverse student populations, specific literacy and mathematics content and instructional strategies, and the use of students work to guide effective instruction. This professional development must be different from and in addition to the professional development supported by or connected to district-wide initiatives. • Consultant teachers to assist in implementing effective instructional practices by teachers serving participating students. • Tutoring support for participating students 	<p><u>Program and Services Expectations</u></p> <p>Washington State provides funding for Learning Assistance Programs for qualifying schools and their students. The intent of the law is that all students are first and foremost the responsibility of basic education. LAP funded programs are to “add to”, not replace, basic education responsibilities. This requirement ensures that all eligible students served by LAP programs receive services that are in addition to what they receive if no LAP funded programs were available.</p> <p>Therefore, LAP services must be in addition to regular classroom instruction. Students are not to be “pulled out” of primary classroom instruction for reading, writing, or math support.</p> <p>Funds may be used to provide the following programs/services that support the school’s LAP goal(s):</p> <ul style="list-style-type: none"> • Extended learning time through extended day, week or year activities • Services to provide extended learning time. These may include: <ul style="list-style-type: none"> ○ Individual or small group instruction. ○ Instruction in English/language arts and/or mathematics needed by students to pass the WASL. ○ Inclusion in remediation programs, including summer school. ○ Language development for ELLs. ○ On-line curriculum and instructional support , including credit retrieval ○ WASL prep classes. • Professional development for certificated and classified LAP staff that focuses on the needs of diverse student populations, specific literacy and mathematics content and instructional strategies, and the use of students work to guide effective instruction. This professional development must be different from and in addition to the professional development supported by or connected to district-wide initiatives. • Consultant teachers to assist in implementing effective instructional practices by teachers serving participating students. • Supplemental instruction. • Outreach activities and support for parents of participating students. <p><u>Student Eligibility</u></p>

- Outreach activities and support for parents of participating students

School-wide Programs

Schools with 40% or more students from low-income families are eligible to adopt school-wide programs to raise the achievement of low-achieving students by improving instruction throughout the entire school, thus using Title I funds to serve all children. The statute requires schools to particularly address the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards.

Targeted Assistance Programs

The term “targeted assistance” signifies that the services are provided to a select group of children—those identified as failing, or most at risk of failing, to meet the state’s challenging content and student achievement standards, rather than for overall school improvement.

To accomplish this goal, a targeted assistance program must be based on:

- Improving achievement of participating children
- Using effective instructional strategies that give primary consideration to extended-time strategies
- Providing accelerated, high-quality curricula
- Minimize the removal of children from the regular classroom during regular school hours
- Providing instruction by highly-qualified and trained professional staff
- Implementing strategies to increase parent involvement

Student Eligibility

Students are identified based on:

- multiple assessments (outlined below)
- teacher/administrator input
- parent input
- other pertinent information (for example, attendance) considered by a school’s MDT

Specific assessments that are used to determine eligibility include:

LAP is intended to provide support for the **lowest performing students in a school**. Students in K-12 who score below grade-level standard (Level 1 or 2 on the MSP/HSPE) on one or more of the basic skills assessments administered as part of the state student assessment system and who perform below grade-level on assessments in basic skills administered by local school districts can qualify for LAP support. Students in 11th/12th grade who are risk of not meeting state/local graduation requirements can also qualify for LAP program support.

Accelerated Student Learning Plans

LAP **requires** an Accelerated Student Learning Plan for all eligible students. (In BSD, we call this an Academic Success Plan.) Per State requirement, these plans must include the following elements:

- Achievement goals for student
- Student, teacher, parent/guardian roles
- Communication procedures regarding student progress (ongoing)
- Plan for monitoring, reviewing and adjusting student goals

Plans can be for individual students or for small groups of students that have like learning needs. Academic Success Plans should be kept on file by the teacher/staff member responsible for the LAP program in the building. An example of the school’s Academic Success Plan should be forwarded to the Director of Title I/LAP.

<u>Reading</u>	<u>Math</u>	<u>Writing</u>
<u>K-2</u> DIBELS TRC	<u>K-2</u> Unit common assessments	<u>K-2</u> Writing common assessments
<u>3-5</u> MAP MSP	<u>3-5</u> MAP MSP Unit common assessments	<u>3-5</u> MSP Writing common assessments
<u>6-12</u> MAP MSP DRA DRP	<u>6-12</u> MAP MSP Unit common assessments 6 th grade placement test	<u>6-12</u> MSP Writing common assessments
<p>The MAP is given to all students in grades 3-12 in the beginning, middle, and end of year. Students in grades 4-12 have MSP/HSPE scores available in the fall to help with placement decisions.</p>		