



School Improvement Plan

Highland High School

2011 - 2012

Principal: Paul Schulte



Common commitment across all High Schools: Closing the Achievement Gap by personalizing each High School environment.

Aligned with High School Accreditation and focused on Essentials from the District's Student Achievement Plan (Curriculum, Instruction, Assessment, Advocacy and Intervention, Community Involvement)

School Mission Statement:

Highland High School ensures all students learn academic, social, emotional, and career proficiency skills to become successful adults. Exceptional instruction is complemented with timely interventions to guarantee success.

School wide DRSLs from Accreditation:

1. Increase students' numeracy skills.
 - a. Increase the number of students proficient on the Math CRT.
 - i. Algebra I from 32% to 42%
 - ii. Geometry from 40% to 50%
2. Increase students' literacy skills.
 - a. Increase the number of students proficient on the Language Arts CRT.
 - i. LA9 from 72% to 79%
 - ii. LA10 from 83% to 90%
 - iii. LA11 from 66% to 73%
3. Improve learning skills for all students.
 - a. Increase the number of passing grades freshmen earn from 88% to 90%
 - b. Increase the number of freshmen passing all classes to 70%
 - c. Increase the number of passing grades in grade levels 10-12 from 90% to 93%
4. Improve students' post-secondary skills.
 - a. Increase the number of students arriving on time
 - b. Increase the attendance rate
 - c. Achieve a graduation rate of 92%
 - d. Increase enrollment in CTE courses

1. Professional development will occur monthly with selected faculty members sharing effective instructional strategies addressing numeracy, literacy and best practices.
2. Teachers will post the objectives of each class session and the goals of what students are to learn daily in their classrooms.
3. Each student will complete at least one numeracy assignment per semester in each class during the school year. Teachers will document one example of this type of assignment from his/her content area.
4. Each student will complete at least one writing assignment per semester in each class during the school year. Teachers will document one example of this type of assignment from his/her content area.
5. Each student will be encouraged to read at least 30 minutes a day.
6. Teachers will continue to collaborate within Professional Learning Communities to share best practices, document formative assessments, evaluate authentic student work, align curricula within departments consistent with state core, pursue SMART GOALS, and compare data indicating student performance.
7. The Highland community will support all freshmen with the Freshman Success Team, Ram Camp (Freshman Welcome), "Pick Two" extracurricular activities program, Freshman Connection (one-on-one) connection with a staff member) and the Highland Alternative Program.
8. Students will receive interventions to mitigate problems with tardies and absences. Awards will be given for perfect attendance and improvements in attendance.
9. Teachers will promote organizational skills by encouraging student use of school planners.
10. Continue to facilitate CRT preparation, interventions, reading support, onsite alternative education, LEP, collaborative resource services, Math Essentials, Math Matters, and after-school tutoring program.

Positive Trends:

1. CRT Language Arts for the 10th grade is up in every group and for the whole school from 2005 to 2010. The whole school increased from 68% to 84% proficient. The Hispanic group increased from 31% to 72% proficient, economically disadvantaged increased from 47% to 77% proficient and Limited English Proficient increased from 25% to 51% proficient.
2. Graduation rate for Highland High is above the state rate in all but one category. The rate increased from 86% in 2009 to 92% in 2010.
3. Number of total failures received by freshmen continues to decrease.
4. The average daily attendance for the entire school and all groups increased. The entire school increased from 95.8% to 97.1%.

Negative Trends:

Negative Trends

1. We see a negative trend in our math CRT scores.
2. CRT proficiency rates have decreased from 27% in 2005 to 21% in 2010. Current Hispanic proficiency rate is 14%, economically disadvantaged proficiency rate is 17% and Limited English Proficient proficiency rate is 6%.

Language Arts**Goal:**

Long-term goal (freshmen to seniors, is a time of four years): As a whole school, twelfth graders will score proficient (4.0) on My Access Writing Program.

Writing goal: Students will improve from 3.5 to 3.8 in the categories of organization and content on My Access during this school year.

Reading goal: Based on our UTIPS scores, students will improve from 75% to 80% proficiency in overall scores.

Plan of Action:

Teachers will read papers of other classes and discuss strengths of other teachers, sharing best practices.

Teach specifics of how to improve organization of papers, such as transition words.

PLC collaboration.

Daily mini-lessons focusing on reading and writing improvement.

Timeline:

First and third quarters will focus on writing prompts and writing improvement to goals stated above.

Second and fourth quarters will focus on reading development strategies.

Responsible:

All Language Arts department members are responsible for the success of their students and the collection of evidence and data.

Resources Used:

Mathematics**Goal:**

Increase the number of students proficient on the CRT in Algebra I to 42%.

Increase the number of students proficient on the CRT in Geometry to 50%

Administer formative ACT Benchmark assessments in every Secondary Math I, Algebra B, and Geometry class. One assessment will be completed second quarter and one during third quarter. This will familiarize students with the computer-based testing, the types of problems, and the paper format we require.

Plan of Action:

Teach students to work problems on paper and require them to do so on the CRT.

Use benchmark tests (provided by the district) for practice before the CRT. Grade this the same way as you will grade the actual CRT (for classroom grade).

Teach students to work problems on paper and require them to do so on the CRT.

Continue work based on the current PLC model

Identifying essential outcomes and developing and analyzing common formative assessments.

Collaboratively reevaluate common assessments and student achievement continuously to gauge student learning and best teaching strategies.

Develop a library of common assessments based on the state core curriculum that can be used in the future in Algebra 1, Geometry and Intermediate Algebra.

Continue Math Matters

Teachers will participate in providing interventions for those who are not learning through the freshman success program and the Math Matters tutoring program.

Resources Used:

Responsibility:

Three small groups will be formed to collaborate in beginning Algebra, Geometry and Intermediate Algebra.

Participants in each group will work to evaluate student learning in his/her group through collaboration with peers.

Timeline:

The PLC will meet during the first of each month and as needed to implement our smart goals.

Three teams will emphasize the CRT as the common assessment for the fourth term and will work throughout the year to prepare students for this high stakes exam.

Evidence of Effectiveness:

Student common assessment results will be analyzed and compared to determine which strategies are providing effective learning and which test items are truly assessing learning.

Participation rates will be monitored in math matters to measure effectiveness.

Resources:

Use of a computer lab for testing.

PLC collaboration time.

Science**Goal:**

(short-term): 10% of students identified as 'not proficient' in 2010 will be 'proficient' in 2011. The percentage of students who lose proficiency will decrease from 27% to 20%.

(long range): 100% of students 'proficient'. 0% lose proficiency.

Plan of Action:

Strategies:

Teach the complete core curriculum.

Align the curriculum in earth systems, chemistry and biology.

Focus on helping students understand multiple choice questions, how questions are formatted, and how to effectively answer multiple choice questions.

Use multiple choice questions during assessments.

Evaluate common assessments.

Timeline:

Curriculum alignment will be discussed during monthly PLC meetings and completed by May of the school year.

Multiple choice questions will be used in two assessments each month.

Common assessments will be administered at the end of each term.

Evaluations of prior common assessments will occur during monthly PLC meetings.

Evaluation of CRT scores will occur in the fall collaborative meeting.

Resources Used:

Responsibility:

Each teacher will evaluate if he/she taught the complete core.

Each teacher will use multiple choice questions in at least one assessment per term assessment.

Each teacher will administer common assessments at the end of each term.

Each teacher will evaluate prior common assessments during monthly PLC meetings.

Social Studies**Goal:**

100% of students will be able to correctly place ten dates on a time line and be able to identify what each represents by the end of the semester.

80% of students will be able to use dates to analyze and evaluate a social science trend.

Plan of Action:

Strategies and Action Steps:

Teachers identify key dates.

Teachers introduce dates and concepts, develop common formative assessments and evaluate student progress.

Interventions will be provided for students who are not getting it. Extend dates, analysis and connections for those who are getting it.

Resources Used:

Timeline:

The department continues to use the bimonthly PLC late start meetings for training and implementation. The Social Studies SubPLC groups will continue to meet for collaboration with the common assessments as well as two lesson plans that emphasize numeracy and literacy.

Plan of Action:

Each PLC: Geography, US history, government and world history will work to create, teach and observe two lessons per year per teacher. An assessment for the lesson will be created and shared. The methodology of refined lesson creation and delivery will help us create and teach more effectively in all disciplines within the department.

Resources:

We will continue to use PLC time, time before school begins in August and late start days to collaborate within the department. We will also use our social studies folder on the shared drive to share teaching resources. We will continue to use our social studies shared folder on the shared drive as a source of cooperative sharing.

Special Education**Goal:**

(short-term): All Special Ed students will master calculator skills based upon the math level they are in with an 80% accuracy based upon Special Ed common assessment.

(long range): Students will get 6 out of 8 story problems correct on the operations and problem solving assessment of the Brigance Transition Skills Inventory.

Plan of Action:**Strategies:**

Field trips will be arranged to various post-secondary education facilities, including Salt Lake Community College (SLCC), Weber State, Utah Valley University (UVU), etc., at least once per quarter to assist students in setting transition goals.

Meetings and trainings with Highland High's Transition Compliance Coach will be held on a regular basis to receive training and discuss individual teacher compliance with OSEP indicators.

Resources Used:**Responsibility:**

John Clinton will be responsible for at least one field trip per quarter. Which students attended each field trip will be documented as evidence.

Emilee Barnum will set at least one meeting with each individual teacher to discuss compliance and training needs. Evidence of effectiveness will be written in compliance IEPs.

ESL/Reading**Goal:**

Increase performance of ELL student on Core CRT's by 5%; base measure is ELL data from 2010 CRT data.

Plan of Action:

Timeline & Responsibility:

During August registration place students in appropriate classes and as they register throughout the school year; Jane Schrock.

Strategies:

Participate as an ALS department PLC.

Appropriate student placement based on ALS language tests and course offerings.
Facilitate school wide professional development utilizing best teaching practices.

District ALS department as support and training resource.

Objective on planner with list of classroom activities; objective will serve as a 'ticket out'.

Evidence

Core End of Level tests and UALPA scores as a measure of language competency.

Resources Used:

PE/Health**Goal:**

Increase participation in the mile run by decreasing nonparticipation due to nondressing by 10%.

Plan of Action:

Strategies and Action Steps:

Move the testing of the mile run to the 4th quarter so that students are more in shape and more comfortable with P.E.

Have students participate in running or cardiovascular activities daily to prepare for the mile run.

Students will be given two opportunities to run the mile.

Responsibility:

Current teachers of PE Skills and Fitness classes will prepare their classes throughout the school year for the mile run.

Teachers will work on nondressing students throughout the school year to resolve nondressing issues before the mile run.

Timeline:

Preparation will occur from the beginning of the school year through the administration of the mile run.

Evidence of Effectiveness:

Percentage of students receiving a zero grade for nonparticipation will decrease by 10%.

Resources Used:

Clothing Grading system, Power School.

Fine Arts**Goal:**

Teach common Arts (Visual & Performing) vocabulary.

Continue "Tartanfest". This is a performance culmination of the school year. It showcases art work and performances with common art elements. Students will be able to identify art elements vocabulary in each art form at Tartanfest.

Plan of Action:

Goal #1: Identify vocabulary common to the Visual and Performing Arts. CJ Lester will post 4 of these elements per semester. All teachers will teach to these elements in their lessons and projects.

Goal #2: Ongoing work with the Highland Arts Council on assignments and responsibilities for the 2011-12 Tartanfest.

Resources Used:

Access & use of Google Docs.

PLC time/late start(s).

C110 access for HAC meetings

World Languages**Goal:**

Each teacher will see an increase of 3% or more of students achieving a C (minimal competency) or better on an oral assessment.

Each teacher will see an increase of 4% or more of students achieving a C (minimal competency) or better on an oral assessment.

Plan of Action:

Streamline a more effective and user-friendly rubric to be used for most oral assessments.

Curriculum alignment plan for each language.

Use an agreed upon rubric for the common assessment.

Videotape a sampling of student oral assessments for the purposes of rubric calibration.

Share best practices, specifically to improve oral communication.

Resources Used:

World Language textbooks

Online resources including audio and video

Salt Lake City School District World Languages Teachers

SWCOLT (Southwest Conference on Language Teaching) conference

UFLA (Utah Foreign Language Association) conference

ACTFL (American Council of Teachers of Foreign Language) magazine

ibo.org

CTE**Goal:**

Understanding content-based terminology is key to achieving essential outcomes and performing well on common assessments in all CTE courses and Driver Education.

(short-term): Teachers will identify at least ten key terms supporting each essential outcome.

(long-range): All students will achieve at least 80% on quarterly vocabulary-based assessments.

Plan of Action:

Teachers will carry out at least one formative assessment addressing a curriculum standard each quarter.

Teachers will issue common assessments and collect data comparing results to previous year's performance.

Timeline:

Teachers will provide documentation of formative assessments to the PLC Chair quarterly.

Teachers will issue common assessments at the end of each semester of yearlong course during the testing window mandated by USOE.

Responsibilities:

Teachers meet in the CTE PLC to submit assessments, discuss data trends, and share best practices.

Career and Technical Education Family and Consumer Sciences Goal:

Increase the pass rate on State Competency exams by 5% within the next three years.

Resources Used:

Focus Area: Focus Area #1: Continuous Improvement

Goal for Focus Area #1

Increase the percentage of students surveyed that indicate: "My teachers make learning interesting and fun" from 57% to 67%.

Strategy for Focus Area #1:

Teachers will observe a peer once a term, reflect and share best practices.

Focus Area: Focus Area #2: Community Building

Goal for Focus Area #2:

Increase the percentage of students surveyed that indicate " Students at my school treat me with respect" and "Students at my school are friendly to one another" from 83% to 90% and 65% to 70%.

Strategies for Focus Area #2:

Character education announcements three times a week.

Community of Caring committee will formulate a plan and introduce to community and staff.

'Pick two' program.

Commendations

Recommendations

Indicate whether or not you've met this standard by responding Yes or No. Schools serving English Language Learners (ELLs) and receiving Title III funds must address all assurances and include more detailed information in relevant sections of plan.

- | | | |
|---|----|---|
| Y | 1) | Research-based language instruction programs and academic content instruction programs for ELL students have been implemented. |
| Y | 2) | Instructional programs implemented ensure that ELL students are able to listen, speak, read, write and comprehend English sufficient to reach the state's academic standards. |
| Y | 3) | Certified teachers who teach ELL students and immigrant children/youth are fluent in English and any other language used for instruction, including written and oral communication skills. |
| Y | 4) | All children who have been in the United States for three or more consecutive years will participate in reading or language arts assessments given in English. |
| Y | 5) | Notification will be sent to parents (in a language and format that is understandable to parents) within 30 days after the beginning of the school year of their child's placement (within 2 weeks if enrolled after the beginning of the school year) in English language <ul style="list-style-type: none"> i. the reason for identification of their child as limited English proficient and in need of placement in a language instruction educational program. ii. the student's level of English proficiency, how that level was assessed, and the status of the student's academic achievement. iii. the method of instruction (content, goals, English instruction, native language instruction) used in the proposed program. iv. how the program will meet the student's educational strengths and weaknesses and how the program will help their student learn English and meet appropriate academic achievement standards. v. the exit criteria for the program and the expectations for transitioning into classrooms that are not tailored for limited English proficient standards. vi. notification of parent rights including written guidance detailing the parents right to have their child removed from a program upon request and the options parents have to decline to enroll their child in the program, or to choose another program or |

ADMINISTRATIVE PROCEDURES RELATING TO BOARD POLICY G-3

Is School Compliant?

Always
Sometimes
Never
N/A

1. **Nutrition Education.** Sequential and interdisciplinary nutrition education shall provided and promoted as follows:

A. Each school shall ensure the health core is taught in grades K-12. Nutrition education shall be encouraged in other content areas, in the home and the

2. **Physical Education and Physical Activity.** Adequate physical education shall be provided and patterns of meaningful physical activity connected to students' lives outside of physical education shall be promoted as follows:

A. Each school shall ensure the physical education core is taught in grades k-12. Physical education activities shall be encouraged in other content areas, in the home and the broader community.

B. Physical education instructors at the elementary level shall be District certified. Each elementary physical education instructor shall participate annually in the following certification programs:

- Elementary Physical Education Teaching Methods (14 hours per year)
- Monthly Staff Development (16 hours per year)
- Current First Aid / CPR Certification

C. Physical education instructors at the secondary level shall certified according to state standards.

D. Enrollment in secondary physical education courses shall not exceed the number of students that space and equipment can safely accommodate.

E. Adequate equipment and supplies shall be available for all students to safely and fully participate in structured physical education activities.

F. Time allotted for physical education instruction shall be consistent with state standards, which are 90 minutes per week for grades 1-6 and 225 minutes per week for grades 7-12.

G. All elementary students shall be allowed a minimum of 15 minutes of recess each school day, not to include scheduled lunch time. Daily recess periods can be structured to be a part of the physical education instructional time and shall not be systemically used as a behavioral consequence.

3. **Other School Based Activities.** All school-based activities shall be consistent with District Wellness Policy as follows:

A. After-school programs shall encourage physical activity and the formation of healthy habits.

B. District Wellness Policy guidelines shall be considered when planning all school-based activities (such as school events, field trips, dances, assemblies,

C. Hosting wellness clinics, health screenings, and enrolling eligible children in Medicaid and other state health insurance programs shall be pursued at each school site to support the health of all students.

4. **Nutrition Guidelines for All Foods on Campus.**

All foods and beverages made available to students on campus shall be consistent with the current USDA Dietary Guidelines as follows:

A. All foods made available to students on campus (a-la-carte sales, after-school programs, beverage contracts, fund raisers, school parties/celebrations, student stores, vending machines, etc.) will emphasize nutrient density, fruits and vegetables, decreasing fat and added sugars, and moderating portion size. Food and beverages sold at Utah High School Activities Association events shall

B. Elementary and middle schools shall limit food and beverage offerings for sale to students outside of the federal school meal programs to the following standards beginning July 1, 2006:

1. Foods and Beverages: Must meet USDA Foods of Minimal Nutrition Value guidelines and provide no more than 250 calories per package.
2. Fruits and vegetables should be offered for sale at any location on the school site where foods are sold (including fresh, cooked, dried, juice or

C. High schools shall limit food and beverage offerings for sale to students outside of the federal school meal programs to the following standards no later

1. Foods: Must meet USDA Foods of Minimal Nutrition Value guidelines and provide no more than 250 calories per package.
2. Beverages: Must meet USDA Foods of Minimal Nutrition Value guidelines and provide no more than 250 calories per package. Acceptable beverages as specified by the memorandum of understanding between The American Beverage Association and The Alliance for a Healthier Generation shall be
3. Fruits and vegetables should be offered for sale at any location on the school site where foods are sold (including fresh, cooked, dried, juice or

D. Classroom snacks shall feature healthy choices.

E. Food and beverage information displayed in the school cafeteria shall be

F. No school activities, events or parties shall interfere with student access to a

5. **Eating Environment.** The school environment shall be safe, comfortable, pleasing, allow ample time and space for eating meals; and food and/or physical activity shall not be used as a reward or punishment as follows:

A. Students shall be encouraged to start each day with a healthy breakfast.

B. Students shall be provided adequate time to eat breakfast and lunch at school, at least 10 minutes for breakfast and 20 minutes for lunch, from the time the

C. Lunch periods shall be scheduled as near the middle of the school day as possible. Lunch periods shall not be scheduled at the end of a shortened school

D. Elementary schools shall schedule recess before lunch or implement a structured schedule that ensures that children are not pressured to eat and run.

E. School cafeteria areas shall provide enough serving lines to ensure that students spend no more than 7 minutes waiting in line for a school meal.

F. School employees and community members shall be encouraged to reward student behavior with non-food items instead of food items.

G. Bus routes and school schedules shall be coordinated to allow students ample time before class to participate in the National School Breakfast program.

H. Students in pre-kindergarten through grade 12 shall be responsible for cleaning up after themselves at breakfast and lunch. Students shall put away trays and dispose of garbage properly to keep the school environment clean.

6. **Child Nutrition Operation.** Child Nutrition programs shall be accessible to all and must comply with federal, state and local requirements (see also Policy EF and EFC). The school district shall develop a coordinated and comprehensive outreach, promotion and pricing plan to ensure maximum participation in the federal school meal programs (e.g. school lunch, school breakfast, after-school snack, and

7. **Food Safety/Food Security.** All foods made available on campus by Child Nutrition Services shall adhere to food safety and security guidelines including compliance with federal, state and local food safety and sanitation regulations. Food provided outside of Child Nutrition Services becomes the responsibility of school administration, with oversight of the School Community Council. Access to the food service operation is to be limited to Child Nutrition staff and authorized personnel

8. **Implementation and Evaluation.** The Superintendent or designee shall appoint a wellness committee to regularly monitor the overall effectiveness of the wellness policy and recommend policy and/or procedural modifications that will positively impact student health. The School Community Council shall be designated to oversee the implementation and evaluation of the district wellness policy at each

- A. The district wellness committee shall include parents, students, the Director of Child Nutrition Services, the District Healthy Lifestyles Specialist and representatives of the school board, school administrators, teachers, classified employees, and the public. The purpose of the district wellness committee is as
 1. Regularly monitor the overall effectiveness of the district wellness policy.
 2. Highlight areas in need of future change.
 3. Recommend policy and/or administrative procedure modifications that will positively impact student health.

- B. The school administrator, with oversight of the School Community Council, shall ensure that all district wellness policy guidelines are enforced at the
 1. One or more persons at the school shall be designated and charged with the operational responsibility for ensuring that the school follows the district wellness policy.
 2. One or more persons at the school shall be designated and charged with the operational responsibility for ensuring that the school follows the district wellness policy.
 3. A copy of the approved written record of compliance shall be submitted by the school to the Superintendent or designee prior to the end of each
 4. Annually report goals and progress toward student wellness in the school improvement plan.

Report Progress on Wellness Plan for 2010 - 2011

All the components of the district wellness policies are adhered to by the Highland High School community.

Wellness Goal for 2011 - 2012

The Highland High community will continue to monitor and support all components of the district wellness plan.

Faculty and staff have been given an overview of PBIS (can be provided by Student Services)	N
Faculty and staff have completed the Effective Behavior Support (EBS) survey.	N
The school has identified a way to gather behavior data (contact Student Services for ideas)	Y
Student behavior data has been summarized and is being used to guide the implementation of a PBIS plan	Y
Formed a school climate or PBIS is being practiced	Y
Visited schools where PBIS is being practiced	N
Created a plan to implement the four pillars of PBIS	Y

Define schoolwide expectations:

Students will be kind to one another.
 Students will be on time to class.
 Students will regularly attend classes.
 Students will be honest.

Teach schoolwide expectations:

All students are taught the expectation at Ram Camp before the 9th grade year.
 The students are reminded on a regular basis on HTVS and announcements.
 The parents are informed on a regular basis through the monthly newsletter.

Systematically reinforce schoolwide expectations:

Students are rewarded for random acts of kindness by receiving "Go Rams" shirts.
 Students receive Key Cards for appropriate behaviors.
 Students are recognized as department or school wide student's of the week, month or term on HTVS.
 Students are rewarded for good reviews at Student Service Council.

Correct inappropriate behaviors:

- Students are referred to Student Service Council.
- Students are referred to peer court.
- Students are placed in "in school support".
- Students meet with Freshmen success team.
- Students are required to make up excessive tardies and absences.

Please briefly describe the climate of your school in terms of readiness to embark on PBIS building phase.

The school currently has implemented a model that reinforces student positive behaviors by all adults.

Please outline the greatest challenges in implementation.

The greatest challenge would be maintaining consistency.

**Utah Administrative Code R277-477: School LAND Trust Program
"Learning and Nurturing Development" with Trustland Dividends**

School LAND Trust Program Funds must be focused on the school's most critical academic needs. School LAND Trust Program funds must be focused on implementing a recommended course of action to enhance or improve student academic achievement and implement a component of the school improvement plan focused on the school's identified most critical academic needs.

Examples of successful program using School LAND Trust Program monies include activities such as credit recovery courses and programs; study skills classes; college entrance exam preparation classes; academic field trips; classroom equipment and materials such as flashcards, math manipulatives, calculators, microscopes, maps, books, or student planners; books and textbooks; teachers and teacher aides; professional development directly tied to school academic goals; and computer labs, software, LCDs, and smart boards. Schools serving student with disabilities may use funds as needed to directly influence and improve student performance according to student Individual Education Plans (IEPs).

Plans Must Include:

Specific academic goals	Y
Steps to meet goals	Y
Measurements to assess improvement	Y
Specific expenditures to implement plans	Y

Acceptable expenditures may include:

Purchase of workbooks or textbooks	N
Professional development	N
Computer hardware and software	N
Library and media supplies	N
Supplemental funding for aides, teachers, and	Y
Other tools for student academic improvement	Y

Plan priorities are consistent with the school improvement plan Y

Examples of programs not eligible for funding using School LAND Trust Program monies include those designed to improve school climate, provide security, address behavioral issues, prevent bullying, install permanent auditorium

Are there ineligible expenditures in the plan? N

School has provided an explanation for carryover that exceeds one-third of the new annual allocation. N

The following reports have been completed in accordance with district requirements:

School Improvement

School Principal

Date

SCC Chair

Date

SIC Chair

Date

Title III Assurances

School Principal

Date

School Wellness Policy Compliance

Compliance Designee

Date

SCC Approval

Date

School Principal

Date

LAND Trust Assurances

School Principal

Date

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Highland High School

2011 - 2012

Principal: Paul Schulte



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