Florida Department of Education

School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Lopez Exceptional Student Center	District Name: Hillsborough County Public Schools
Assistant Principal: Roberta Jakubowski	Superintendent: MaryEllen Elia
SAC Chair: Maria Rivas	Date of School Board Approval: TBA

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

High School Feedback Report

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[K-12 Comprehensive Research Based Reading Plan](#)

Highly Qualified Administrators

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Michael Engle	B.S. Physical Education, M. Ed. Educational Leadership, ESOL	4.5	14.5	2009-2010 B 74% AYP 2010-2011 C 72% AYP 2011-2012 C
Assistant Principal	Roberta Jakubowski	B.S. Physical Education,,M.A. Physical Education for the Handicapped, EdS. Educational Leadership	10	10	N/A

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject	Name	Degree(s)/	Number of Years at	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains,

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Area		Certification(s)	Current School	Instructional Coach	Lowest 25%), and AMO progress along with the associated school year)
	N/A				

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	Assistant Principal	June 2012	
2. District Mentor Program	District Mentors	Ongoing	
3. District Peer Program	District Peers	Ongoing	
4.			

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective

1	Opportunities for Teacher Leadership
	Regular time for teacher collaboration

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
12	1	3	1	8	30%	92%	0	1	58%

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Caitlin Cook	Jeremy Kearbey	To fulfill district requirement for all 1st year teachers	To provide a supportive guide and colleague

Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title 1, Part A Services are provided to ensure students who need additional remediation are provided support through: summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.

Title I, Part D
The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II
The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless
The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs
NA
Nutrition Programs
NA
Housing Programs
N/A

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Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education N/A
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other NA

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Assistant Principal, ESE Specialist, Elementary PLC Team Leader, Secondary PLC Team Leader, Psychologist, Social Worker, EET Liaison/CST Chairperson, LLT Chairperson, SAC Chairperson.
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? Use data to identify students in need of additional support beyond the core curriculum and school wide behavior management plan. The MTSS is the main leadership team in our school and will work collaboratively with the PLC's in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.

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Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The chair of the SAC is a member of the MTSS. The SIP is a working document that guides the work of the MTSS. Given that one of the main tasks is to monitor student data related to instruction and interventions, the MTSS will monitor the effectiveness of the strategies developed in problem solving plans by reviewing data. Using data gathered from PLC's, the team will monitor and make progress statements on the SIP at the end of the 1st, 2nd, and 3rd nine weeks.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. IEP goals and objectives, individual teacher data sheets, Assistant Principal, ESE Specialist, individual teacher SSS Access Points.
Describe the plan to train staff on MTSS. Overview training provided during pre-planning and subsequent faculty meetings.
Describe plan to support MTSS. See above.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Literacy Leader, ESE Specialist, Teachers across content areas and grades. (Language Arts, Math, Science, Social Studies and electives) who have demonstrated effective reading instruction as reflected through positive student reading gains.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the MTSS. The team provides leadership for the implementation of the reading strategies on the SIP. The LLT chairperson and the ESE Specialist collaborate with the team to ensure that data driven instructional support is provided to all teachers. The LLT chairperson also ensures that the LLT monitors reading data, identifies school wide and individual teachers' reading – focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the MTSS team's support plan.
What will be the major initiatives of the LLT this year? Implementation and evaluation of the SIP reading strategies/Professional Development/Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas, data analysis (on-going), Implement K-12 Reading Plan.

NCLB Public School Choice

● **Supplemental Educational Services (SES) Notification**

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first *two* measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. ***Parents are provided with a letter from the Commissioner of Education, explaining the assessments.*** Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms ***and as a blended program in several Early Exceptional Learning Program (EELP) classrooms***. ***Starting in the 2012-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary.*** This assessment ***will be*** administered at the start and end of the VPK program. A copy of these assessments ***will be*** mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities ***from the first day of school***. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

*Grades 6-12 Only Sec. 1003.413 (b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site.

A Reading Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each site. The principal is the chairperson of the committee and the ESE Specialist is an integral member, guiding the data review, creation of an action plan, progress monitoring of the plan and evaluation of the plan each school year.

Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLC's are responsible for the creation and implementation of the Florida Continuous Improvement Model Reinforcement Instructional Calendars, Mini-Lessons, Mini-Assessments and re-teach lessons based on the on-going collection of student data. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

ESE Specialist is responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms. With content teachers, ESE Specialist co-plan, co-teach, observe and provides feedback.

*High Schools Only

Note: Required for High School-Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

ESE and Transition Specialist collaborates with school personnel, families and students regarding diploma options, guardianship, age of majority, and post school options. Information is provided about adult agencies, post-secondary opportunities including adult developmental training programs and post secondary educational facilities (Adult day programs, sheltered workshops).

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How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Students are involved in IEP planning and interest inventories to assist with post school planning.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

ESE and Transition Specialist collaborates with school personnel, families and students regarding diploma options, guardianship, age of majority, and post school options. Information is provided about adult agencies, post-secondary opportunities including adult developmental training programs and post secondary educational facilities. The Agency for Vocational Rehabilitation is involved with assisting graduates and their families for post-secondary opportunities.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
	Although the FAA is a standardized test, administration of the FAA remains subjective.

Frequent student absences due to illness.

Testing materials are not appropriate for visually impaired students who are also cognitively impaired.

Teacher preparation to give test. | Teachers write SMART goals and objectives based on the access points.

In their PLC's teachers spend time sharing, researching, teaching, and modeling research based best practice strategies.

PLC teachers instruct student incorporating DI strategies from their PLC discussions.

Based on data teachers discuss strategies that were effective.

Teachers record student data on Data collection sheets and share at PLC's and captured on the PLC log. | WHO:

APC

PLC Team Leaders

HOW:

PLC Logs turned in to administration, administration provides feedback.

Classroom walk-throughs

Pop-in's, formal, and informal observations. (EET tools) | Each PLC will collect reading comprehension data on an 9 weeks basis. PLCs will analyze data and record analysis on a PLC log and turn into administration.

Leadership team will discuss and determine trends across the school to provide support for students and/or teachers. | Student Demonstration of Access Points | | |

Reading Goal #5D: By accessing the Reading and Language Arts benchmarks, at least 60% of the participatory students at Lopez ESC will show gains or remain the same within the Emergent Level of Performance based on the FAA report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57% **(16)**	**60%** **(17)**					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Collection and Analysis for Differentiation of Instruction in Reading	Elementary and Secondary PLC	Chairperson for each group – Team Leader	Elementary and Secondary Teachers	Once a month And ongoing depending on need	PLC Logs	AP
School wide determination trends and patterns	Leadership Team	ESE Specialist and Psychologist	All	Weekly	Minutes	AP

End of Reading Goals

Elementary or Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Elementary School Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Although the FAA is a standardized test, administration of the FAA remains subjective. Frequent student absences due to illness. Testing materials are not appropriate for visually impaired students who are also cognitively impaired. Teacher preparation to give test.	5D.1. Teachers write SMART goals and objectives based on the access points. In their PLC's teachers spend time sharing, researching, teaching, and modeling research based best practice strategies. PLC teachers instruct student incorporating DI strategies from their PLC discussions. Based on data teachers discuss strategies that were effective. Teachers record student data on Data collection sheets and share at PLC's and captured on the PLC log.	5D.1. WHO: APC PLC Team Leaders HOW: PLC Logs turned in to administration, administration provides feedback. Classroom walk-throughs Pop-in's, formal, and informal observations. (EET tools)	5D.1. Each PLC will collect mathematics standards data on an 9 weeks basis. PLCs will analyze data and record analysis on a PLC log and turn into administration. Leadership team will discuss and determine trends across the school to provide support for students and/or teachers.	5D.1. Student Demonstration of Access Points		

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Mathematics Goal #5D: By accessing the Mathematics benchmarks, at least 50% of the participatory students at Lopez ESC will show gains or remain the same within the Emergent Level of Performance based on the FAA report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	43% **(12)**	**50%** **(14)**					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Collection and Analysis for Differentiation of Instruction in Mathematics	Elementary and Secondary PLC	Chairperson for each group – Team Leader	Elementary and Secondary Teachers	Once a month

And ongoing depending on need | PLC Logs | AP |
| School wide determination trends and patterns | Leadership Team | ESE Specialist and Psychologist | All | Weekly | Minutes | AP |

End of Mathematics Goals

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Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Attendance	1.1.	1.1.	1.1.	1.1.	1.1.		

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Attendance Goal #1: Baseline Collection Year Defer until next year.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					

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	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of Attendance Goals

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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Continuous Improvement Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

1. Continuous Improvement Goal	1.1.	1.1.	1.1.	1.1.	1.1.		

Continuous Improvement Goal #1: Baseline Collection year, defer until next year.	2012 Current Level :*	2013 Expected Level :*				
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through

Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of Additional Goal(s)

NEW Goal(s) For the 2012-2013 School Year

NEW Reading Florida Alternate Assessment Goals

A. **Florida Alternate Assessment:** **Students scoring proficient in reading (Levels 4-9).**	A.1.	A.1.	A.1.	A.1.	A.1.		

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Reading Goal A: Student Sample too small to report data.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

B. **Florida Alternate Assessment:** **Percentage of students making Learning Gains in reading.**	B.1.	B.1.	B.1.	B.1.	B.1.		
Reading Goal B: Student Sample too small to report data.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

F. Florida Alternate Assessment: **Students scoring at in mathematics (Levels 4-9).**	F.1.	F.1.	F.1.	F.1.	F.1.		
Mathematics Goal F: Student Sample too small to report data.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	
G. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**	G.1.	G.1.	G.1.	G.1.	G.1.		

Mathematics Goal G:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Student Sample too small to report data.						
		G.2.	G.2.	G.2.	G.2.	G.2.
		G.3.	G.3.	G.3.	G.3.	G.3.

Differentiated Accountability N/A

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
Priority	Focus	Prevent

- ● *Once the state has provided information, directions for how to upload the checklist will be posted on the School Improvement Icon.*

School Advisory Council (SAC)

SAC Membership Compliance
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

▢ Yes　　　　　No

If No, describe the measures being taken to comply with SAC requirements.

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
"SEE Postsecondary Section above for details"	Transition specialist to meet with parents to provide an overview of transition services and post school options to include adult developmental training programs. Parents will be invited to attend this meeting which will be held on a conference night and will include dinner.	$148.50	$148.50

Final Amount Spent			