

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Lake Harbor Middle



St. Tammany Parish Public Schools

This schoolwide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
The CRT Assessment Index increased in 2013-2014 by 4.5 points from 104.3 to 108.8.	The CRT index decreased in 2016-2017 by 6.0 points from 107.7 to 101.7.
There was a 0.9% decrease in suspensions in grade 6 in 2016. There has been a steady 0% expulsion rate over 4 years in all grade levels.	There has been an average increase in suspensions of 0.6% in grade 4, 1.3% in grade 5, and 0.4% in grade 6.
Strength in Math - subclaim area of Additional and Supporting Content (69% Mastery/Advanced). Grades 4 - strength in ELA in the subclaim areas of Literary Text (64%) and Vocabulary (64%). Grade 5 - strength in Informational Text (60%). Grade 6 - Knowledge and Use of Language Conventions (77%).	Math Weakness in Modeling and Application - Grades 4 (49%) and 6 (38%). Grade 5's - Expressing Mathematical Reasoning (54%). ELA Weaknesses - 4th Written Expression (47%) and Knowledge and Use of Language Conventions (49%). 5th - Written Expression (71%) 6th weakness is Vocabulary (52%).
Strength in Social Studies 43% of grade 5 and 51% of grade 6 - Geography; 45% grade 4 - Economics Economics is focused on throughout the school year in grade 4. Geography is a content area that all grade levels focus on year to year.	Math Weakness- 49% of grade 4 and 38% of grade 6 Modeling and Application; 54% of grade 5 - Expressing Mathematical Reasoning. ELA Weakness - 49% of grade 4 - Conventions of Language, 71% of grade 5 - Written Expression, 52% of grade 6 - Vocabulary.
Asian/Pacific Islander is the highest performing subgroup with 100% proficient in ELA and Math for the past 5 years.	Limited English Proficient is a low performing subgroup at 54.5% in ELA & 45.5% in Math. Student with Disabilities is also a low performing subgroup - 60.2% in ELA and 50% in Math - SWD Proficiency remains consistent over the past 5 years with an average of 61.42% (ELA) and 60.72% (Math)
The Black subgroup in Math has improved by 12% over the past three years.	The Hispanic subgroup in ELA has declined by 16.2% since 12-13. Grade 6 student subgroups consistently declined over the past few years in ELA with the exception of Asian/Pacific Islander which consistently maintained 100% proficiency in both ELA and Math.
Black Math scores have increased, closing the achievement gap by 0.5%.	Achievement Gaps have increased in ELA for the following subgroups: Black (14.35%), Hispanic (16.8%), Economically Disadvantaged (16.95%), Students with Disabilities (34.35%) Achievement Gaps in Math have increased for students in the following subgroups: White (11.2%) and Economically Disadvantaged (20.4%).

Lake Harbor Middle

The Black subgroup has scored higher in ELA compared to Math for the past three years.	Students with Disabilities consistently demonstrate a weakness in both ELA and Math.
<p>DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> 	
1. From Spring 2017 to Spring 2018 Social Studies LEAP 2025 scores, school wide, will increase by at least 10% from 85.4 points to 93.9 points.	
2. From Spring 2017 to Spring 2018 Students with Disabilities LEAP 2025 scores in Math, school wide, will increase by at least 10% from 50% proficiency to 55% proficiency.	
3. From Spring 2017 to Spring 2018 Grade 5 students LEAP 2025 scores, in ELA, will increase by at least 10 from 99.5 points to 109.5 points.	
4.	
5.	

2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • PTA Board members will be presented with the SIP at the next meeting on November 14, 2017 to allow for parent input. • Monthly PTA newsletter will include information regarding the SIP area of focus (principal and assistant principal) • Parents complete a Spring survey. • SIP will be posted to the school website. • Parents participate bi-weekly, in 4th grade, to support students in the Accelerated Reading program by conferencing with students about books they are reading and discuss strategies on how to meet their reading goals. • Parents and families are invited along with students to participate in Family Learning night to engage in learning activities. • Parents participate in PBIS committee by planning and implementing the quarterly PBIS celebration. • PTA supports literacy by funding the Accelerated Reading Program as well as Brainpop. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> - Computers - Online literacy programs - Variety of manipulatives - Paper - Ink - Interactive Projector - Materials and Supplies for PBIS celebration - Any other materials needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - Results of Parent Survey - LEAP 2025 results - Exit tickets from PTA board after board meeting <hr/> <p>Effectiveness Results:</p>

Lake Harbor Middle

<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • PTA meets monthly with administration. • Teacher parent conferences are held as needed. • Student Assistance Team includes parents, teachers, administration, and sometimes students, meets weekly to discuss students support needs. • IEP Teams consisting of parents, teachers, administration, and related services meet as needed to support Students with Disabilities • 504 team consisting of counselor, parents, administrator, and 504 schoolwide coordinator meets weekly to discuss student achievement and accommodations needed for individual students 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> - Ink - Paper - Interactive projector - Computer - Any other materials needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - LEAP 2025 results - Goals of IEPs - Quarterly Progress Reports of Students with Disabilities - Accommodations reflect needs of 504 students <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • PTA Newsletter • Post SIP on school website • Robo Calls • Weekly Teacher Newsletter • Monthly School Newsletters • Student Progress Center (JPAMS) • School Website • Weekly Graded Folders • Report Cards • Stop and Drop • Open House • PTA Meetings • Getting to Know Lake Harbor • New Family Orientation 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> - Paper - Ink - Computers - Phone System - Interactive Computers - Any other materials needed - Printing Services 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - LEAP 2025 results - Parent Survey - Parent Feedback through Weekly Folders - Interims - Quarterly Progress Reports for Students with Disabilities <hr/> <p>Effectiveness Results:</p>

Lake Harbor Middle

<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> - Computers - Interactive Projects - Paper - Ink - Printing Services - Any other materials needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - Parent Survey - Sign in Sheet at PTA Board Meeting - Open House and Stop and Drop Parent Sign in Sheets <hr/> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Translation Tool</p>	<p>Effectiveness Measure: ELPT results Quarterly Progress Reports</p> <hr/> <p>Effectiveness Results:</p>

Lake Harbor Middle

Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.

<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> At Open House parents will be provided with an overview of the curriculum, how to access the curriculum, and the School Improvement Plan 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> Computers Paper Ink Interactive Projectors Printer supplies Any other materials needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Exit Ticket Spring Survey <hr/> <p>Effectiveness Results:</p> <ul style="list-style-type: none"> Spring Survey Exit Ticket
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> New Family Orientation and Getting to Know Lake Harbor will provide parents and students with the general overview of the everyday working of rules and routines as well as the School Improvement Plan 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> Computers Paper Ink Interactive Projectors Printer supplies Any other materials needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Spring Survey Exit Ticket <hr/> <p>Effectiveness Results:</p>

Lake Harbor Middle

<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> Family Learning Night – Teachers and parents will collaborate to plan activities that align to the goals within the curriculum. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> - Materials for activities - Printer supplies - Any other materials needed - B Day to plan activities (1 per grade level) 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - Spring Survey
				<p>Effectiveness Results:</p>

3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guaranteed Curriculum • Guidebooks 2.0 for one unit, all grade levels • Brain Pop • Accelerated Reading • Achieve 3000 • Reflex Math for students who are deficient • Project Read for dyslexic 504 students • Fast Forward for students who have support needs in decoding • Scholastic Reading Assessment • My Virtual Reading Coach • Adaptive Novels 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> - Computers - Interactive Projectors - Document Cameras - Licenses for online programs - Novels - Videos - Printed Materials - Paper - Ink - Any other necessary materials 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - LEAP 2025 results - LEAP 360 results - Increase in lexile levels - Increase of grade equivalent score on STAR test of the Accelerated Reading Program - Acceleration to Algebra results <hr/> <p>Effectiveness Results:</p>

Lake Harbor Middle

<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • LEAP 360 and LEAP 2025 previous year results to determine need for intervention and screening for gifted • Common Formative Assessments (CFA) to assess mastery of standards and areas of weaknesses • Weekly Assessments to assess mastery and remediation • Reflex Math for students who are not meeting grade level standards and who lack fluency in math facts • Achieve 3000 to determine Lexile Levels of struggling readers and Gifted students • Acceleration to Algebra to determine math placement in junior High 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: CFA data JPams gradebook Reflex Math progress report Achieve 3000 grades and progress monitoring LEAP 360 results LEAP 2025 scores Acceleration to Algebra results</p> <hr/> <p>Effectiveness Results:</p>
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • LEAP 2025 scores are used to determine which students may need intervention, remediation, or acceleration • Curriculum Based Assessments • Level set testing in Achieve to determine reading level • Student Assistance Team determination • English Language Learner screening results • Assistive Technology team assessments 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> - Computers - Online intervention programs software and licenses - Interactive Projectors - Document Cameras - Assistive Technology materials - Manipulative - Project Read materials - Headphones with microphones 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - LEAP 2025 scores - CBA results - Level Set Test Results - CFA data analysis - Reflex Math results - Achieve 3000 progress monitoring and grades - Quarterly progress reports - 9 week grades <hr/> <p>Effectiveness Results:</p>

Lake Harbor Middle

			<ul style="list-style-type: none"> - Any other necessary materials - Paraprofessional support 	
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Reflex Math • Achieve 3000 • My Virtual Reading Coach • Fast Forward • Project Read • Read Write Gold • Assistive Technology – individualized – determined by need • Rosetta Stone for English Language Learners (ELL) • Adaptive Novels • Paraprofessional support • Typing Agent • Counselor and MHP service • Sensory yard 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> - Computers - Online intervention programs software and licenses - Interactive Projectors - Document Cameras - Assistive Technology materials - Manipulative - Project Read materials - Headphones with microphones - Any other necessary materials - Paraprofessional support 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - LEAP 2025 scores - CBA results - Level Set Test Results - CFA data analysis - Reflex Math results - Achieve 3000 progress monitoring and grades - 9 week grades - quarterly progress reports <hr/> <p>Effectiveness Results:</p>

Lake Harbor Middle

<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> Student Assistance Team meets weekly on Thursdays. The team consists of a speech teacher, a special education teacher, an administrator, a data manager, parent, pupil appraisal liaison, and any other pertinent personnel to determine at risk students after interventions have been received. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> - Printed materials - Computer - Interactive Projector 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - Student grades - progress reports - test scores <hr/> <p>Effectiveness Results:</p>
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> Rosetta Stone Interactive Projector Computer LEP tutor 	<p>Effectiveness Measure: ELPT scores</p> <hr/> <p>Effectiveness Results:</p>
<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> LEP tutor Inclusion classes Enrichment teacher Teachers of the Gifted students 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p> <ul style="list-style-type: none"> - LEP tutor - Any material needed for individual programs 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - Student grades - progress reports - test scores

Lake Harbor Middle

<ul style="list-style-type: none"> • Talented program teachers (visual arts, music, theater) • Co teachers • MAE teacher • RNC teachers • Violin teacher • Resource (M/M) • Band • Chorus • Motor Room • Sensory Yard • CBE (Curriculum based field trips) • Career Day 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<ul style="list-style-type: none"> - Space for the various itinerant teachers to use - Computers - Interactive Projects 	<p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • Extended School Year services to special education students who qualify for special education • Field trips to extend the learning and enhance the curriculum 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - Student grades - progress reports - test scores <hr/> <p>Effectiveness Results:</p>
<p><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:</i></p>				
<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school's students experience, a Mental Health Provider (MHP) will work with students 14 hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA	<p>Items Needed:</p>	<p>Effectiveness Measure: Outcome Measurement Data for Mental Health Providers</p>

Lake Harbor Middle

<p>This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</p> <ul style="list-style-type: none"> • Social Skills groups 		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • On Site Counselor • Mental Health Provider support (MHP) • Participate in a Tier 2 Intervention - SWIM Program – Students with Intervention Mentors • Safety Plans and Behavior Intervention plans in place • Participate in a Tier 1 Intervention – Schoolwide Positive Behavior Intervention Support program – run by a team which meets monthly to review discipline data from medium forms and JPAMS and create schoolwide goals to address problem behaviors based on this data; shiners – reward tickets for students and staff for following the FISH Philosophy, given by any and all staff to students who are following the FISH Philosophy to be turned in daily. One shiner a day is chosen. That person receives a small prize. Students have passports to track their behavior. If a student earns 5 stamps in their passport in a 9 week period, they are invited to a Blast Off celebration where they participate in games and activities run by parents and teachers. All students participate in quarterly Beacon Bash where we announce our “Proud Abouts”. Shining Good referrals are turned in by teachers highlighting students who exemplify the FISH Philosophy. A call home is made to parent and students receive a special stamp in their passport. Shining Star Staff members are chosen by peers who exemplify the FISH Philosophy. They receive a special parking spot and reward. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> - Reward program materials and manipulatives - Videos - Paper - Ink - Printer services - Any other materials needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - JPams discipline data - LEAP 2025 scores - Number of students exited from Tier 2 intervention because of success
				<p>Effectiveness Results:</p>

Lake Harbor Middle

<ul style="list-style-type: none"> • Participate in By-Stander Revolution Program (anti-bullying program) • Participate in Rachel’s Challenge • Girls on the Run after school program for girls to support self-esteem of preteen girls. • Participate in Red Ribbon Week that involve local police department and community presenters 				
<p>Strategies for Assisting Students in the Transition from One School to the Next:</p>				
<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> • Getting to Know Lake Harbor for incoming 4th grade students • Third Grade Day for incoming 4th grade students • Junior High visits to Lake Harbor • Field Trips to junior high schools • 6th grade teachers and junior high math teachers collaboration time • Collaborative IEP meeting prior to school starting for incoming/outgoing students 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> - Computers - Interactive Projectors - Paper - Ink - Printing services - Busses - Bus Driver 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - Exit tickets for students once returned from field trip - Student Survey <hr/> <p>Effectiveness Results:</p>
<p>High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:</p>				
<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Grade level and subject level (Science and ELA) • Teachers provided time to meet 30 minutes 1 time per week with a common planning time 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4	<p>Items Needed:</p> <ul style="list-style-type: none"> - Computers - Interactive projectors - Substitute salaries 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - CFA Data - LEAP 2025 - Sign in sheets - Teacher data sheets

Lake Harbor Middle

<ul style="list-style-type: none"> Teachers provided 1 hour 45 minutes monthly for collaboration and professional development within those subject areas Create CFAs based on standards Collect and review data in order to guide curriculum Each teacher maintain a folder of data specific to their students Data is used to guide lesson planning 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<ul style="list-style-type: none"> - Paper - Ink - Printed materials - Common planning time - 	<p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> Curriculum specialists brought in to support curriculum Teacher sent to outside workshops LSTA, LaCUE, Sped workshop, NSTA Teacher Leader Summit Science Teacher Leader Workshops Guidebooks 2.0 workshops Summer Institute Plain Talk Literacy conference 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> - Substitute salaries - Printed materials - Computers - Interactive projectors - Any other materials needed 	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - LEAP 2025 - CFA data - Teacher surveys - Exit tickets - Evaluation <hr/> <p>Effectiveness Results:</p>
<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. Teacher openings are advertised through the district website. District leaders attend local college and university teacher recruitment fairs in the fall and spring. 	<p>Goal(s): 1,2,3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV	<p>Items Needed:</p> <ul style="list-style-type: none"> - Printed materials - Paper - Ink <p>Any other materials needed</p>	<p>Effectiveness Measure:</p> <ul style="list-style-type: none"> - Placement of Teacher Candidates in our school

Lake Harbor Middle

Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> N/A 	Goal(s):	Budgets used to support this activity: <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	Items Needed:	Effectiveness Measure: <hr style="border-top: 1px dashed black;"/> Effectiveness Results:
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

<p>McKinney Vento:</p> <ul style="list-style-type: none"> All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds. <p>Food Services:</p> <ul style="list-style-type: none"> All students whose income qualifies them for free/reduced meals participate in the federal food service program. <p>Special Education:</p> <ul style="list-style-type: none"> Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding. <p>English as a Second Language (ESL):</p> <ul style="list-style-type: none"> Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds. <p>21st Century Programs:</p> <ul style="list-style-type: none"> Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer. <p>Headstart Preschool Programs:</p> <ul style="list-style-type: none"> Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.
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4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- The SIP team will meet at least quarterly to review data and to implement and plan for the success of students.

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

- The teachers meet in PLC groups weekly to look at data and plan lessons to remediate and accelerate student learning. Data from other programs will be reviewed periodically to make sure that the programs are effective.

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

- Data is reviewed at weekly PLC meetings. The data then drives the instruction. Each teacher is responsible for maintain a data folder to track the data of the students. Specific data is used to plan for remediation and acceleration of students ensuring that their needs are met.

Describe how results of this assessment are reported to the school's stakeholders: