

Lake Harbor Middle
Grades 4-6
Susan Patin
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1. COMPREHENSIVE NEEDS ASSESSMENT

(Look at summary pages 42-44 in the Data Analysis Template for 1a and 1b 1-3)

STRENGTHS

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
STRENGTHS		DATA SOURCES
4 th grade has been the highest scoring grade level for several years.	1	SPS grade level index data
ELA was our highest scoring subject in all 3 grade levels.	2	SPS school wide data
The subgroup of black students had an achievement gap closing of 20.5 points from 2013-2015 in ELA.	3	Subgroup proficient trend data
The expulsion rate has been less than 1% historically.	4	Discipline data
The subgroup of economically disadvantaged had a achievement gap closing of 9.3 in ELA from 2013-2015.	5	Subgroup proficient trend data.

CHALLENGES

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
CHALLENGES		DATA SOURCES
Science and Social Studies are consistently the lowest scores across years and grade levels.	1	SPS subject level index data
SWD are the lowest scoring subgroup in both math and ELA.	2	Subgroup proficient data
The entire school decreased in Math from 2013-2014 to 2014-2015.	3	SPS subject level index data
5 th grade is consistently lowest performing over the last 3 years in all subject areas.	4	SPS grade level index data
The Hispanic subgroup students have consistently declined in ELA from 2012-2015	5	Subgroup data

GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1 Co-teaching will continue for the SWD.
2 Computer based interventions will be provided for students who are identified as needing extra help.
3 New Social Studies curriculum is being adopted and training provided to the faculty.
4 The implementation of PLC groups for collaboration and planning
5 Professional Development in Math and ELA will be provided.

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2. SCHOOL-WIDE REFORM STRATEGIES to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified 99%

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year.
- The parish requires that all paras meet HQ status before they can be considered for employment.

4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.

<p>Professional Learning Communities (PLCs) Our teachers are assigned to grade/subject level PLC groups. These groups meet weekly and have been given a protocol to follow for each meeting. The create CFA's using the 4 levels of questions ensuring that the students are challenged. The data from the CFA's is used to drive the differentiated instruction. The RHT is monitoring the meetings. A binder is kept in the AP's office where all forms and CFA's are turned in each assessment. Lesson plans are submitted weekly by the individual teachers. Once a month we plan for a longer PLC meeting and presenters are sometimes brought in to help facilitate the curriculum aspect of the PLC group. In order to facilitate the time needed, substitutes are provided every other month. The pull out teachers cover alternating months by rotating the students through their classes while the teachers are in the PLC meetings.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Substitutes are required to cover the classrooms of the teachers while they are in the PLC meetings. Any supplies that are needed to facilitate the planning and creation of the PLC group.</p>
<p>If you have an Instructional Coach, describe in detail her duties and responsibilities N/A</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I <input type="checkbox"/> SRCL <input type="checkbox"/> IDEA</p>	<p>Item(s) to be purchased to support this activity:</p>

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<p>Professional Development Outside of PLCs</p> <ul style="list-style-type: none"> •Faculty meetings for parish and state-mandated trainings are held once per month on Monday afternoons •Parish required PD days – Curriculum, Assessment, SpEd, AdvancED •After-school, before-school, and district sponsored professional development •New Teacher Meetings •Learning Walks •Grade-Level Meetings •Guaranteed Curriculum Review •Teacher Surveys •Co-Teaching Trainings/Meetings 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <u> X </u> GFF ___ SRCL <u> X </u> Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes to cover classes for teachers who are in PD. Any and all materials that are necessary to facilitate the PLC groups and PD</p>
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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS: *See Attached District Plan.*

<p>6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.</p>		
<ul style="list-style-type: none"> ◆ Describe how parents will be involved in the <ul style="list-style-type: none"> ○ Our PTA meets monthly to discuss the school as a whole and their concerns as well as solutions to help the school. The PTA is very active in our PBIS program and helps in the planning and implementation of our incentive program for PBIS. ◆ Include meeting dates: 7/15, 9/15, 10/13, 11/10, 1/19, 2/16, 3/15 and 4/19- PTA meetings to discuss budget, PBIS plan, technology, programs and events for students, field day, cultural arts day, career day and others are discussed and planned during these meetings. ◆ Describe how parents will receive timely information about how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet. Parents received the student scores when they were made available to the school. We also have an 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Supplies for our monthly incentives. Performers for programs. Updated technology, computers etc. Any and all materials needed to facilitate parental involvement.</p>

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<p>updated district website, school website, teacher websites, a monthly school newsletter and weekly teacher newsletters available for the parents to access information about curriculum. The JPAMS system also allows for accurate information about a child's progress in the general curriculum. SAT and 504 meetings also take place to help individualize curriculum for the students.</p> <ul style="list-style-type: none"> ◆ Describe how parents will be encouraged to participate in decision making opportunities about their child's education. Identify specific decision-making opportunities for parents, <ul style="list-style-type: none"> ▪ SAT meetings are held every Thursday to discuss individual student need. ▪ IEP meetings conducted to meet the needs of identified individual student needs. ▪ Parent Conferences held when necessary ▪ Comments about plans posted on school website are addressed through conference between administration and any parent who feels it necessary. ◆ These school events include parent involvement and training activities: <p>New family orientation for all new families entering Lake Harbor, Getting to know Lake Harbor for incoming 4th grade students, PTA room parent training, Stop and Drop for families to meet the teacher before school starts, Open House, Monthly PTA meetings, Rachel's Challenge, PBIS meetings, Beacon Bash planning, Science and Social Studies fair, Career day, Cultural Arts Day, Field Day, Art Adventure Day, Evening with the Stars and other activities</p> ◆ Parent communication strategies used at Lake Harbor include: District website, school website, individual teacher websites, monthly newsletter, weekly teacher newsletter, weekly 		
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folders and JPAMS student portal.		
<p>◆ In compliance with 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>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p>
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies-GFF Postage-</p>

<p>7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school?. Be sure to list <i>at least one</i> for incoming and one for outgoing students.</p>		
<p>Incoming Students A field trip is planned each Spring for incoming 4th grade students to visit our school.</p> <p>Getting to Know Lake Harbor is planned each Spring so that the parents of incoming 4th graders can come get information about the school while their children tour the school and get to know all of the 4th grade teachers.</p> <p>Families that are new to Lake harbor are invited to New family orientation at the beginning of the school year.</p> <p>Students with special needs are invited to visit the school.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Technology, printing supplies, snacks and all other materials necessary to facilitate the transition to Lake Harbor.</p>
<p>Outgoing students Attend a field trip to the neighboring JR. Also speakers from the Jr. High school comes in to speak to the outgoing 6th graders. IEP’s held to inform the new school about the special needs of the students.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Bus transportation, printing supplies and all other materials needed</p>

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	<input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money	to facilitate the transition.
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8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<p><i>The fundamental question is what are the teachers expected to do with the data they have on their students:</i></p> <ul style="list-style-type: none"> •Teachers are expected to participate in Professional Learning Community (PLC) sessions and faculty meetings where data is discussed. •Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). •Teachers are to use the data to develop lessons and interventions for at-risk students •Teachers are to Progress Monitor these students to ensure interventions/lessons are addressing student needs 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL <input checked="" type="checkbox"/> Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Updated technology, printing supplies, substitutes to cover classes. All other materials and supplies needed to facilitate learning.</p>
<p>Identified various assessments are used to assess student learning and to help inform instructional planning. EAGLE testing, Accelerated Reader/STAR assessments, beginning-mid-year-end of year assessments/checkpoints, CFA's and standardized testing are all used to assess student learning.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <input checked="" type="checkbox"/> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Printing supplies, updated technology, teacher training on various programs. All other materials and supplies needed to assess student progress</p>

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9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.

<p><u>Mental Health Providers</u> Lake Harbor has two MHP's a</p> <p>MHP: Due to the transient and often unstable environments that many of Lake Harbor's students experience, a Mental Health Provider will work with students for <u>14</u> hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration (<u> Mrs. Patin and Mrs. Balser</u>) will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, <u> Amy Streicher and Ashley Wall</u> will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as LEAP and iLEAP will also occur.</p>	<p>10. BUDGETS used to support this activity:</p> <p><u> </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
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<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u></p> <p>At the beginning of the school year a team is chosen to represent the faculty, students and staff of LHMS. A booklet is printed and goes to each student. An assembly is held at the beginning of the year to review the rules and expectations. The team meets monthly to discuss a school wide behavior strategy. The students and teachers receive shiners as incentives and prizes at the quarterly Beacon Bash. A Blast Off is held quarterly to celebrate students with Good as Gold behavior. A daily shiner is called each afternoon.</p>	<p>10. BUDGETS used to support this activity:</p> <p><u> </u> Title I <u> X </u> GFF <u> </u> SRCL <u> </u> Title II <u> </u> LA4 <u> </u> IDEA <u> </u> Title III <u> </u> Bond Money <u> </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing supplies Incentives and all other materials and supplies needed to help promote PBIS.</p>
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<p><u>Instructional Program Enhancements</u> Where applicable discuss how your teachers, paraprofessionals, timesheet employees, tutors, etc. are used to improve the academic performance of lower achieving students. Tutors are used to help KIT students who are in academic crisis. They tutor the students to help fill the gaps. Para professionals are used to help individualize instruction by providing support to those students who need the support.</p>	<p>10. BUDGETS used to support this activity: ___ Title I X ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Computers, books and Any materials needed to support the goals.</p>
<p><u>Tutoring Programs-Pull out</u> Study Island is used as a program to help those children who are identified through projected growth data as needing extra support in the general curriculum. The students are monitored by a computer based program embedded in the Study Island Program. The students test scores the following year are used to determine the effectiveness of the program. KIT tutoring is available for those students identified as homeless and are in need of academic assistance. Achieve 3000 is a computer based program used to help students identified through data and teacher observation. It is used on a weekly basis to help the identified students' progress. The program tracks the students' progress.</p>	<p>10. BUDGETS used to support this activity: ___ Title I X ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Tutoring/Helping Hands-Push-in</u> Students identified through grades and test scores are tutored by volunteers in the identified areas that are weak. The grades and teacher feedback are used to monitor effectiveness. The monthly reports are also generated to track student progress.</p>	<p>10. BUDGETS used to support this activity: ___ Title I X ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Any and all materials needed to support the tutoring.</p>
<p><u>Technology Resources and Personnel:</u> <u>General Technology</u> is used to increase student engagement: Activboards, Votes, Expressions, ipods, computers, printers, laptops and ipads are used.</p>	<p>10. BUDGETS used to support this activity: ___ Title I X ___ GFF ___ SRCL ___ Title II ___ LA4</p>	<p>Item(s) to be purchased to support this activity: Updated technology is required. Promethean boards, interactive computers, laptops, bulbs, and all materials</p>

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<p><u>Technology Interventions/Progress Monitoring</u> Study Island, Accelerated Reader, My virtual reading coach, Achieve 3000, RAPS, Fast Forward ,Read Write and Gold and many other programs are used to help students achieve success and to push students further in their academic career. They are also used to track student progress.</p>	<p>___ IDEA ___ Title III ___ Bond Money <u> X </u> Other (PTA)</p>	<p>needed to complete the effectiveness of the programs.</p>
<p><u>Special Education Program Design</u> SWD are lowest performing according to our data—This year we had a large number of higher performing students, so we expanded the size of our co-teaching inclusion program. Many computer based programs (Fast Forward, MVRC, RAPS 360, Achieve and others) are used to help the students make progress in the general curriculum and track progress.</p>	<p>10. BUDGETS used to support this activity: ___ Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Substitutes may be used to provide time for the teachers to collaborate and plan for student success. Any materials necessary for the success of the students.</p>
<p><u>Student Assistance Team (SAT):</u> The SAT team meets weekly to discuss students who have been identified as possibly needing further support. It is used to support teachers, students and families with any student concerns and provide research-based interventions, additional assistance, referrals, and screenings as needed to support the students’ and teachers’ needs.</p>	<p>10. BUDGETS used to support this activity: ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Any and all materials needed for student success.</p>
<p><u>Classroom Size Reduction Teachers</u> (if applicable) <i>Title I or Title II</i> <i>State grade and how data supports this decision for this position and how it will be utilized to address student needs.</i> N/A</p>	<p>10. BUDGETS used to support this activity: ___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><i>Add additional activities implemented to address students experiencing difficulties as needed.</i></p>		

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10. COORDINATION OF PROGRAMS		
<ul style="list-style-type: none"> •McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA •Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. •Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. •Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. • 	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 <u> X </u> IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Funds for supplies, field trips and any and all materials needed for student success.</p>

<u>11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?</u>		
<p>The SIP committee met to triangulate the data to discuss the needs of the students in Lake Harbor. Once the data was reviewed, a list of strengths was listed and list of weaknesses was compiled. Programs and Professional development was planned to address the weaknesses and strengthen the areas we excel in.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Printing materials, and all other materials needed to support the programs.</p>
<p><u>HOW</u> are the <u>results of this assessment REPORTED</u> to the stakeholders (<u>FACULTY AND PARENTS</u>)? The SIP will be presented to the faculty at a faculty meeting. It will be made available to the parents on line through the school board website as well as the PTA board meeting.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity: Print materials, computers and projectors. All materials needed to facilitate the PD and parent awareness of the SIP.</p>