

**2018-2019  
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).*

3/11/2019

## 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
Our Student Growth to Mastery Index is the highest school index at 95.3 points in 2018.	The math Assessment Index for all subgroups was lower than all subject scores, in 2018, at 86.7 points, but it has grown 1.7 points from 85.0 points to 86.7 points in 2017.
From 2017 to 2018, 4th Grade grew in all subject area indices. They grew 8.2 points in ELA, 4.4 points in Math, and 8.6 points in Social Studies. 5th Grade also grew in all subject area indexes. They grew 5.5 points in ELA, 9.1 points in Math, and 3.4 points in Social Studies. It should be noted that 4th Grade has the highest index score in 2018 in ELA at 99.8 points.	From 2017 to 2018, the 6th Grade Index Scores decreased in all subject areas. According to the data, there was a 6.7-point decrease in ELA from 97.5 points to 90.8 points, 7.5-point decrease in Math from 96.2 points to 86.7 points, and an 8.5-point decrease in Social Studies from 87 points to 78.5 points.
The cohort of students grew 10.2 points to 97.5 in the area of ELA from 2016 to 2017. From 2017 to 2018 the cohort of students grew 10.5 points to 90.8.	From 2016 to 2018, this cohort of students had a steady decline in Math from 95.1 points to 88.7 points for a decline of 6.4 points.
Within Math, Additional & Supporting Content is a noted subcategory strength across all grade levels (4 <sup>th</sup> – 90.9 points, 5 <sup>th</sup> – 85.9 points, 6 <sup>th</sup> – 88.7 points).	In Fifth and Sixth grade, the ELA subcategory of Written Expression is significantly lower than Fourth grade. In 2018, 6 <sup>th</sup> grade was 50% proficient, 5 <sup>th</sup> grade was 41% proficient, with fourth grade being 76% proficient.
There has been no subgroup with the highest index score across years. However, in fourth grade from 2017 to 2018, the subgroup of English Learners grew in both ELA (by 35 points, from 50 points to 85 points) and math (by 17.5 points from 52.5 to 70). Additionally, in 5 <sup>th</sup> grade there was a growth in ELA (20-point increase from 0 to 20 points).	The English Learners subgroup has consistently had the lowest Index Scores in both Math and ELA. There is no trending data in grades 5 and 6 for the English Learners subgroup because of the low number of English Learner students in those grades.
The subgroup of Black students increased their index scores in ELA from 2016 to 2018 by 5.8 points (from 75.4 points to 81.2 points) and the subgroup of White students increased in ELA by 2.3 points (from 90.9 points to 93.2 points). The Economically Disadvantaged subgroup increased in ELA from 2016 to 2018 by 3.8 points (from 73.4 points to 77.2 points). The Students with Disabilities subgroup increased 10.7 points (from 52.3 points to 63.0 points) in ELA.	The Hispanic subgroup declined in Math, 39.8 points, from 104.6 points to 64.8 points, between 2016 and 2018. The English Learners subgroup declined in Math 22.5 points, from 48 points to 25.5 points from 2016 to 2018.

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<p>The Economically Disadvantaged, Black, and Students with Disabilities subgroups have decreased their achievement gap in ELA from 2016 to 2018, with Students with Disabilities having the most growth.</p>	<p>There have been consistent subgroup achievement gap declines.</p>
<p>ELA is a strength school-wide across all subgroups, with the highest subgroup being white students at 93.2 points.</p>	<p>Math is our lowest Index Score across all subgroups, with the lowest being ELL learners at 25.5 points.</p>
<p><b>DATA SOURCES:</b> 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 Category/Subcategory 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><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li> <li>• <i>Must Include at Least 1 Subgroup Goal</i></li> </ul>	
<p>1. As a school, our Written Expression data will increase across the board. The increases will be as follows, in 4<sup>th</sup> grade, percentage points would increase from 76% to 81%, 5<sup>th</sup> grade will increase from 41% to 76%, and 6<sup>th</sup> grade will increase their cohort of students from 41% to 51%.</p>	
<p>2. Our lowest math major content subcategory was Modeling and Application. These scores will increase in 4<sup>th</sup> grade from 67% to 74% and in 5<sup>th</sup> grade from 47% to 67%. 6<sup>th</sup> grade will increase their cohort from 47% to 61%.</p>	
<p>3. Our Hispanic population declined 39.8 points from 2016 to 2018. Within the upcoming year's score, this subgroup will increase from 64.8 points to 71 points.</p>	

**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
<p><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• Parents will be involved in design of the SIP within committee meetings in the month of November.</li> <li>• Data will also be presented at the PTA meeting during the month of November.</li> <li>• 6<sup>th</sup> grade student council students will survey the 6<sup>th</sup> graders on areas needed for growth and present to PTA in November.</li> <li>• Feedback form for how we can increase writing and modeling scores.</li> <li>• SIP posted on school website.</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Parents will complete online surveys.</li> <li>• Feedback form at PTA mtg.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Paper and pencils</p>	<p><b>Effectiveness Measure:</b> Parent involvement and participation in surveys and meetings. Testing scores for 2019-2020 school year.</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• PTA</li> <li>• PBIS</li> <li>• 504, IEP, IAIP, SAT meetings</li> <li>• PTA monthly meeting, budget decisions, and grant writing</li> <li>• Parent surveys</li> <li>• PTA Facebook Page</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Substitutes PBIS materials Online Access Computers</p>	<p><b>Effectiveness Measure:</b> Parent Survey Goals met on plans Parent Participation</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• Websites</li> <li>• JPAMS</li> <li>• Agendas</li> <li>• Open House</li> <li>• PTA Newsletters</li> <li>• Overviews</li> <li>• Robocalls</li> <li>• Parish Facebook, Twitter, Instagram</li> <li>• Powerpoints</li> <li>• Interactive presentations</li> <li>• Google</li> <li>• 3<sup>rd</sup> grade Visits and Parent Night/Getting to Know Lake Harbor Night</li> <li>• New Family Orientation</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Computers Paper Copy Machine and any maintenance Other materials needed for activities Teacher volunteers Teacher created activities</p>	<p><b>Effectiveness Measure:</b> Parent Participation Parent Surveys</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>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, <b>to the extent practicable.</b> <i>(Title VI of the Civil Rights Act of 1964)</i></li> <li>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.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; 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.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Computers printer</p>	<p><b>Effectiveness Measure:</b> EPTA scores EL parent involvement</p>
				<p><b>Effectiveness Results:</b></p>

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*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. Include the month that the activity will take place if applicable.*

*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><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>• Open House             <ul style="list-style-type: none"> <li>- ELA presentations on writing standards and Guidebook Curriculum</li> <li>- Math standards, curriculum and interventions</li> <li>- Parent access to online interventions</li> <li>- Parent access to online websites and grades</li> </ul> </li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Computers</li> <li>Teachers to run presentations</li> <li>Paper</li> <li>Copies and copy machine</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Family Participation through sign in logs</li> <li>Parent Online Survey</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>• Family Learning Night             <ul style="list-style-type: none"> <li>- Standards based ELA curriculum activities presented to parents and students by teachers and staff</li> <li>- Standards based ELA curriculum activities presented to parents and students by teachers and staff</li> <li>- ELL students will be given interventions based on their level</li> </ul> </li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Prizes for activities</li> <li>Teacher created activities</li> <li>Pencils</li> <li>Paper</li> <li>Art supplies</li> <li>Planning for night event</li> <li>Teacher volunteers to complete activities with families</li> </ul>	<p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>Family Participation through sign in logs</li> <li>Parent Online Survey</li> </ul> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>• Junior Achievement             <ul style="list-style-type: none"> <li>- Consumer math and economically driven activities</li> <li>- Financial literacy skills</li> <li>- Written Response to entrepreneurship experiences</li> </ul> </li> </ul>	<p><b>Goal(s):</b> 1, 2</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Volunteers from JA Time within the day for JA Day.</p>	<p><b>Effectiveness Measure:</b> Family Participation through sign in logs Parent Online Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 4:</b></p> <ul style="list-style-type: none"> <li>• World Culture Day             <ul style="list-style-type: none"> <li>- Presentations of diverse cultures from community stake holders and parents having to do with both ELA and math</li> </ul> </li> </ul>	<p><b>Goal(s):</b> 1, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Community and parent Volunteers Time within the day</p>	<p><b>Effectiveness Measure:</b> Family Participation through sign in logs Parent Online Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 5:</b></p> <ul style="list-style-type: none"> <li>• Author's Tea             <ul style="list-style-type: none"> <li>- Sharing of written expression with parents</li> <li>- Stories/poems across many genres with parents</li> </ul> </li> </ul>	<p><b>Goal(s):</b> 1</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> Written and Illustrated books Written and Illustrated crayons</p>	<p><b>Effectiveness Measure:</b> Family Participation through sign in logs Parent Online Survey</p>



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		<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	Written and Illustrated covers Teachers to run teas Time within the school day Art supplies and pencils	<b>Effectiveness Results:</b>
<b>Parent Family Engagement Activity 6:</b> <ul style="list-style-type: none"> <li>• Ancestor Feast           <ul style="list-style-type: none"> <li>- Students complete presentations based on their ancestry origins and reports completed</li> <li>- Students will complete and listen to presentations on a variety of cultures</li> </ul> </li> </ul>	<b>Goal(s):</b> 1, 3	<b>Budgets</b> used to support this activity: <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> Teachers to create Ancestor Project and run feast Parent volunteers to set up and take down with teachers Ancestor Project packet completed by students with presentation, reports, and dolls Parent donations of food from given ancestry	<b>Effectiveness Measure:</b> Family Participation through sign in logs Parent Online Survey  <b>Effectiveness Results:</b>

### 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.)*

### Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• The Guaranteed Curriculum</li> <li>• Guidebooks for ELA</li> <li>• Achieve 3000 in ELA 1 time per week in ELA (1 additional per week in both SS and science). Online for SPED and 5<sup>th</sup> grade.</li> <li>• Eureka strategies in math</li> <li>• All instructional staff will support rigorous, standards based curriculum</li> <li>• PLC meetings specific to grade and subject level</li> <li>• Moby Max for math</li> <li>• Gizmos for ELA and math</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Computers</li> <li>Interactive projectors</li> <li>Paper</li> <li>Pencils</li> <li>Achieve license</li> <li>Guidebook Materials</li> <li>Moby Max License</li> <li>Gizmos</li> <li>Substitutes</li> <li>Projector (Elmo etc)</li> <li>Any other materials needed</li> </ul>	<p><b>Effectiveness Measure:</b> LEAP 2025 and LEAP 360 scores Participation in Moby Max and Achieve lessons and in program Achievement.</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• Common Formative Assessments to assess standards</li> <li>• Exit tickets</li> <li>• LEAP 360 Benchmark and Interim</li> <li>• Guidebook Assessment</li> <li>• Unit tests</li> <li>• CFAs – track growth and plan for remediation and acceleration assessments let teachers know if the goal of written expression and modeling and application have been mastered</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Computers Guidebook materials Teacher created assessments (CFAs) Diagnostic and interim tests</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP 2025, 360, and interim scores CFA scores Formative, summative, formal, and informal assessments</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>- Co-teaching</li> <li>- Inclusion</li> <li>- Moderate, resource, RNC, MAE, OT, PT, and Speech services</li> <li>- LEAP connectors</li> <li>- Adaptive novels</li> <li>- Fast Forward</li> <li>- Reflex Math for those with a math goal</li> <li>- Assistive Technology</li> <li>- Unique Learning</li> <li>- SPED paras for assistant in small group services/LEAP Connect</li> <li>- Speech therapists, OT, PT all support with master of standards</li> <li>- Form modified with chunking</li> <li>- Progress towards mastery is monitored through curriculum based assessments, LEAP 360 interim scores, Lexile levels from Achieve, Reflex levels, CFA scores, ELPT scores, and other assessments</li> <li>- Read, Write, and Gold</li> <li>- Project Read</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Staff for services provided Computers Licenses Paper And other materials needed</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP 2025, 360, and interim scores CFA scores Formative, summative, formal, and informal assessments</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>- Reflex</li> <li>- SRA/FF</li> <li>- Progress Monitoring checklist/test</li> </ul>				
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• 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 EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> </ul> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>• EL para twice per week, who pushes into the classroom for support</li> <li>• Provides remediation for curriculum gaps</li> <li>• Rosetta Stone</li> <li>• Assessment: The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college career readiness. Results are used to determine a student’s level of English proficiency and to decide which language services and supports with student will need to fully participate in core content classes.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Para support Licenses Teacher created materials</p>	<p><b>Effectiveness Measure:</b> LEAP 2025, 360, and interim scores ELPT scores CFA scores Formative, summative, formal, and informal assessments</p> <hr/> <p><b>Effectiveness Results:</b></p>

## *Interventions for At-Risk Students*

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Interim report grades</li> <li>• Progress monitoring</li> <li>• Common Formative Assessments</li> <li>• 504 tracking sheets</li> <li>• Curriculum and Standard Based Assessments</li> <li>• Achieve test results</li> <li>• Teacher observation</li> <li>• Unit tests</li> <li>• Gen Ed Tracking Reports</li> <li>• LEAP 360 data</li> <li>• Lexile levels</li> <li>• New students are monitored using past tests scores and CFA results in class</li> <li>• Teacher and RHT</li> <li>• Read, Write, and Gold</li> <li>• Project Read</li> <li>• Reflex</li> <li>• SRA/FF</li> <li>• Progress Monitoring checklist/test</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Para/teacher support Licenses Teacher created materials/assessments Data from given program Computers Printers Paper Teacher created tracking sheets Other materials Professional Development</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP 2025, 360, and interim scores ELPT scores CFA scores Formative, summative, formal, and informal assessments</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• SAT (student Assistant Team) – consisting of administration, pupil appraisal, SPED representative, parent, classroom teacher, speech pathologist</li> <li>• Achieve Online, Project READ, Reflex Math, Moby Max, Assistive Technology</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> </ul>	<p><b>Items Needed:</b></p> <p>Para/teacher support Licenses Teacher created materials/assessments Data from given program Computers</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP 2025, 360, and interim scores ELPT scores CFA scores Formative, summative, formal, and informal assessments</p>

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<ul style="list-style-type: none"> <li>• Interventions are used to help students master the standards and fill in/remediate skill gaps</li> <li>• Intervention provided by regular education teacher</li> <li>• Minutes are provided on as needed basis, including Achieve 3000 three times per week, Project Read provided five times per week, 30 minutes per day</li> <li>• Student observation, CFA and standard based test scores, rubrics, teacher observations, informal assessment</li> </ul>		<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	Printers Paper Teacher created tracking sheets Other materials Professional Development	<b>Effectiveness Results:</b>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Intervention is implemented for six weeks, then intervention is either changed or discontinued, and after intensive intervention is complete and not showing progress students are entered into Pupil Appraisal evaluation</li> </ul>	<b>Goal(s):</b> 1, 2, 3	<b>Budgets</b> used to support this activity: <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	<b>Items Needed:</b> Para/teacher support Licenses Teacher created materials/assessments Data from given program Computers Printers Paper Teacher created tracking sheets Other materials Professional Development	<b>Effectiveness Measure:</b> LEAP 2025, 360, and interim scores ELPT scores CFA scores Formative, summative, formal, and informal assessments <hr/> <b>Effectiveness Results:</b>

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<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Co-teaching</li> <li>• Inclusion</li> <li>• Moderate, resource, RNC, MAE, OT, PT, and Speech services</li> <li>• LEAP connectors</li> <li>• Adaptive novels</li> <li>• Fast Forward</li> <li>• Reflex Math for those with a math goal</li> <li>• Assistive Technology</li> <li>• Unique Learning</li> <li>• SPED paras for assistant in small group services/LEAP Connect</li> <li>• Speech therapists, OT, PT all support with master of standards</li> <li>• Form modified with chunking</li> <li>• Progress towards mastery is monitored through curriculum based assessments, LEAP 360 interim scores, Lexile levels from Achieve, Reflex levels, CFA scores, ELPT scores, and other assessments</li> <li>• Read, Write, and Gold</li> <li>• Project Read</li> <li>• Reflex</li> <li>• SRA/FF</li> <li>• Progress Monitoring checklist/test</li> <li>• Co-teaching and inclusion, RNC, Moderate, MAE</li> <li>• Students data and IEP will be considered when deciding interventions</li> <li>• Purpose of intervention is to master grade level standards and close achievement gaps</li> <li>• Sped and reg ed teachers teach interventions, paras support teacher and student in intervention in addition with Speech pathologist, OT, etc.</li> <li>• Interventions re provided in accordance with IEP/IAP plan</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Para/teacher support Licenses Teacher created materials/assessments Data from given program Computers Printers Paper Teacher created tracking sheets Other materials Professional Development</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP 2025, 360, and interim scores ELPT scores CFA scores Formative, summative, formal, and informal assessments</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Interventions Specific to English Learners:</b></p> <ul style="list-style-type: none"> <li>• EL para pushes into the classroom twice per week</li> <li>• Rosetta Stone</li> <li>• Read, Write, Gold</li> <li>• Assistive Technology</li> <li>• Spanish Dictionaries</li> <li>• Interventions are based on student need by data collection</li> <li>• Intervention provided by reg. ed. Teacher and ESL para</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Para/teacher support Licenses Teacher created materials/assessments Data from given program Computers Printers Paper Teacher created tracking sheets Other materials Professional Development</p>	<p><b>Effectiveness Measure:</b></p> <p>LEAP 2025, 360, and interim scores ELPT scores CFA scores Formative, summative, formal, and informal assessments</p> <hr/> <p><b>Effectiveness Results:</b></p>
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***Support and Extended Learning***

<p><b>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</b></p> <ul style="list-style-type: none"> <li>• Cyber safety</li> <li>• Junior achievement</li> <li>• Young audiences</li> <li>• Field trips</li> <li>• Girls on the Run</li> <li>• LIGO</li> <li>• Gifted/Enrichment, Talented Art, theatre, music</li> <li>• Music and PE twice per week</li> <li>• Chorus and band</li> <li>• Library once a week</li> <li>• OT, PT, speech, APE,</li> <li>• Community Education – four weeks once per year</li> <li>• Adopt a Pilot</li> <li>• Big Branch/Water Works/Wildlife and Fisheries</li> <li>• STEM program</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Computers Copy machine Community volunteers</p>	<p><b>Effectiveness Measure:</b></p> <p>Exit tickets Journals discussion</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>Girls on the Run</li> </ul>	<p><b>Goal(s):</b> 1</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Volunteers Paper Other materials</p>	<p><b>Effectiveness Measure:</b> Exit tickets Journals discussion</p> <hr/> <p><b>Effectiveness Results:</b></p>
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***Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas***

<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>Due to the transient and often unstable environments that many of our school's students experience, a full-time <b>Mental Health Provider (MHP)</b> will work with students. 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. 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.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> MHP Materials for MHP</p>	<p><b>Effectiveness Measure:</b> Student improvement on given assessments Peer/social interaction improvement</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>• Red Ribbon Week</li> <li>• Counseling lessons (bullying, sexual abuse)</li> <li>• Small groups (social, divorce, anxiety, etc.)</li> <li>• Individual counseling services</li> <li>• Jr. Achievement Planning</li> <li>• Tier 2 behavior intervention (SWIM)</li> <li>• G/T screening/testing</li> <li>• School testing</li> <li>• KIT</li> <li>• TOV</li> <li>• 504 re-evaluation/committee</li> <li>• Peer Remediation</li> <li>• Student of the Month</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Counselor Materials for counselor programs Computer Overhead/document camera Paper Red ribbon week supplies</p>	<p><b>Effectiveness Measure:</b></p> <p>Student improvement on given assessment Peer/social interaction improvement Improved School Climate</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Implementation of a schoolwide tiered model to prevent and address problem behavior:</b></p>				
<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>• On Site Counselor</li> <li>• Mental Health Provider support (MHP)</li> <li>• Participate in a Tier 2 Intervention - SWIM Program – Students with Intervention Mentors</li> <li>• Safety Plans and Behavior Intervention plans in place</li> <li>• Participate in a Tier 1 Intervention – School wide Positive Behavior Intervention Support program – run by a team which meets monthly to review discipline data from medium forms and JPAMS and create school wide 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</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Counselor MHP SWIM mentors and pages Beacon Bash Supplies Shining Staff papers Parents and Volunteers for Beacon Bash for PBIS Shiner Slips for teachers and students Prizes for Shiner and Good as Gold Winners Good as Gold Slips and Playground Winners</p>	<p><b>Effectiveness Measure:</b></p> <p>- JPams discipline data - LEAP 2025 scores - Number of students exited from Tier 2 intervention because of success</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p>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 About". 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> <ul style="list-style-type: none"> <li>• Participate in By-Stander Revolution Program (anti-bullying program)</li> <li>• Participate in Rachel's Challenge</li> <li>• Girls on the Run after school program for girls to support self-esteem of preteen girls.</li> <li>• Participate in Red Ribbon Week that involve local police department and community presenters</li> </ul>			Computers and speakers for Blast Off	
<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• Getting to Know Lake Harbor for incoming 4th grade students</li> <li>• Third Grade Day for incoming 4th grade students</li> <li>• Junior High visits to Lake Harbor</li> <li>• Field Trips to junior high schools</li> <li>• 6th grade teachers and junior high math teachers collaboration time</li> <li>• Collaborative IEP meeting prior to school starting for incoming/outgoing students</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <p>Computers Interactive Projectors Paper Ink Printing services Busses - Bus Driver Teacher volunteers Teacher created materials</p>	<p><b>Effectiveness Measure:</b></p> <p>Exit tickets for students once returned from field trip/end of night Student Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>

## Professional Development

**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><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• Grade level and subject level (math and ELA)</li> <li>• Average meeting twice a month</li> <li>• Teachers provided 1 hour 45 minutes monthly for collaboration and professional development within those subject areas</li> <li>• Create CFAs based on standards</li> <li>• Collect and review data in order to guide curriculum</li> <li>• Each teacher’s PGP is tied to PLC assessment data</li> <li>• Data is used to guide lesson planning</li> <li>• Focus on student mastery of standards</li> <li>• Administration plans for time during the school day and support/attends after school sessions</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Computers Interactive projectors Substitute salaries</p>	<p><b>Effectiveness Measure:</b> PLC data/documentation Questioning and survey CFA Data LEAP 2025 Sign in sheets Teacher data sheets</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Specialist presentations</li> <li>• Achieve Training presentations</li> <li>• Summer Institute</li> <li>• Teacher Leader events (SS, ELA, Science)</li> <li>• Plain Talk Literacy</li> <li>• Guidebook afterschool</li> <li>• Math Curriculum/Modeling and Application</li> <li>• LaCUE</li> <li>• LATM/LSTA</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Entry fees if applicable Substitute needed</p>	<p><b>Effectiveness Measure:</b> PD development Survey PD exit tickets LEAP 2025 test scores</p> <hr/> <p><b>Effectiveness Results:</b></p>

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### **Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:**

- 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.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district's social media sites.
- Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Placement of Student Teachers from local universities
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- District Human Resources Coordinator serves as a speaker on college campuses for different education courses.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.

### ***Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:***

#### **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, IDEA, and McKinney Vento funds.

#### **Food Services:**

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

#### **Special Education:**

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

#### **English as a Second Language (ESL):**

- 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.

#### **21<sup>st</sup> Century Programs:**

- Students in participating schools are entitled to attend the 21<sup>st</sup> Century afterschool programs during the school year and during the summer.

#### **Headstart Preschool Programs:**

- 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.

**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.*

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

- 360 Interim testing

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- Afterschool meetings throughout the year

Describe how and when the evaluation results of the SIP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):

- November PTA board meeting
- 6<sup>th</sup> grade student council representative presenting to PTA

**2018-2019 Committee Members**

**School Improvement Planning Committee**

Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP

Members Include:

- Principal: Susan Patin/Nicolle Balser
- Student: Emily Strain
- Teacher: Kalinka Thurber
- Teacher: Lorenza Barosse
- Parent/Family: Stephanie Leibfritz
- Parent/Family: Ann D. Strain
- Community Member: Stacey Frazier

**Parent/Family Engagement Committee**

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- Principal: Susan Patin/Nicolle Balser
- Student: Emily Strain
- Teacher: Kalinka Thurber
- Teacher: Lorenza Barosse
- Parent/Family: Stacy Frazier
- Parent/Family: Stephanie Leibfritz
- Parent/Family: Ann D. Strain