

**2021-2024
SCHOOL ADVANCEMENT PLAN**

Lake Harbor Middle



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

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1. COMPREHENSIVE NEEDS ASSESSMENT

- Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.

STRENGTHS	WEAKNESSES
6 th grade 72% performance in Expressions & Inequalities & Equations	5th math fractions based on 33% performance solving fraction problems.
4 th grade 74% performance in Writing	5-6 performance in Informational and Literary text dropped from 58% to 31%
4 th grade 66% performance Multiplicative & Place Value	4 th grade 25% performance in history and 34% in economics 5 th grade 45% performance in history 6 th grade 30% performance in civics
The number of discipline referrals reduced from 109 to 53.	

2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound
- Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment

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- *Pre-K through 8th grade schools must have one ELA goal, one Math goal, and one additional academic goal*
- *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

Goal #1

From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Strong (Mastery or above) on the LEAP 2025 in the subcategory of Reading Informational Texts for each cohort of students will increase by 2 percentage points per year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
4 th	68%	70%	72%	74%
5 th	58%	60%	62%	64%
6 th	57%	59%	61%	63%

Instructional Focus:

- Citing Textual Evidence: Close Reading, Text Dependent Questions (RI.1)
- Read and Comprehend Complex No- Fiction Text through Building Background Knowledge: (RI.10)

Resources needed:

- Organizational Frames
- Guidebooks and corresponding resources
- Achieve 3000
- Reader's circles

Team Reflection:

Parent and Family Engagement Activity:

- Provide information about citing evidence, building background knowledge, and/or fluency strategies
- Send home information about GB unit texts/topics
- Send fluency passages for home practice (informational texts)

Resources needed:

- Achieve 3000
- Copies
- Email

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Professional Development:

- ELA Content Leader Module 3: Close Reading to Build Understanding

Resources needed:

Feedback from Teachers:

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<ul style="list-style-type: none"> ○ Session 1: Qualitative (Text) Analysis as a Critical Part of the Planning Process ○ Session 3: Text Dependent Questions and Text Based Responses ● ELA Content Leader Module 1: Unpacking the Guidebooks <ul style="list-style-type: none"> ○ Session 5: Close Reading Experiential: The Reader’s Circles in Action ● Achieve 3000 	<ul style="list-style-type: none"> ● Content Leader Modules ● Achieve 3000 ● Chromebooks ● Copies ● Highlighter ● Instructional Coach 	
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● ELA Content Leaders model lessons or portions of lessons focusing on: fluency, close reading, identifying text evidence ● PLCs will focus on <ul style="list-style-type: none"> ○ Identifying what makes GB informational texts complex ○ Planning close reading GB lessons using the reader’s circles ○ Planning GB lessons to support students in reading and comprehending complex text ○ Planning GB lessons with a focus on citing evidence ● Instructional Coach- Model lessons or portions of lessons focused on close reading, citing evidence and fluency; provide support with GB planning based on topics 		

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

Monitoring and Evaluating

Assessments:

- EOY: LEAP 2025

Observations:

- One administrator will visit every 4-6 ELA, classroom at least once a month to conduct a snapshot using the writing snapshot rubric

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<ul style="list-style-type: none"> ● Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, ● Track Progress on Unit tasks (CWT, ET, CRT, and teacher created unit assessments (focus on Part A/Part B questions) ● Track fluency Progress (GB Fluency Tracker) ● GB 2020 - Section Diagnostics and Culminating task 	<ul style="list-style-type: none"> ● Once a month the Instructional Coach will visit every 4-6 grade ELA, classroom to conduct a snapshot using the writing snapshot rubric
Middle of the Year Monitoring Results/Areas for improvement:	
End of the Year Results:	

Goal #2
 From Spring 2021 to Spring 2024, the percentage of students in the 5th grade level achieving Strong (Mastery or Above) on the LEAP 2025 in the reporting category of Major Content Subcategory Solve Fraction Problems will increase by 2 percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
5 th	33%	35%	37%	39%

<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Fifth Grade Subcategory – Solve Fraction Problems: 5.NF.B.3, 5.NF.A.2, 5.NF.B.4, 5.NF.B.6, 5.NF.B.7 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Guaranteed Curriculum ● Google Classroom ● Equip ● Edulastic ● Zearn ● Eureka 	<p><u>Team Reflection:</u></p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing major content ● Send home LDOE Parent Support information ● Curriculum Based Parental Support Letters to support at-home learning 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Eureka ● Email ● Copies 	<p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>

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<p>Professional Development:</p> <ul style="list-style-type: none"> ● Training on Assessment Guidance ● Utilizing High Quality Common Assessments ● Supports in rubric scoring and matching achievement scales ● Progress Monitoring ● Training on Purposeful Planning ● Annotating lessons and resources ● Integrating Targeted Remediation with Progress Monitoring ● Training on High Quality Instruction ● Facilitating and Orchestrating Productive Mathematical Discussions ● Four Strategies for Highly Effective Instruction 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Instructional Coach ● PLC Time ● Guaranteed Curriculum 	<p>Feedback from Teachers:</p>																														
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Model lessons (Instructional Strategies and pedagogy) focusing on specific domain/module within content leader sessions connected to identified Major Content subcategory <p>Purposeful planning for student tracking toward progress of identified standards within the sub-category needs area</p> <ul style="list-style-type: none"> ● Analyzing assessments, feedback and next steps ● Walk Through and Look fors 																																
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- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and district/teacher created unit assessments
- Interim LEAP 360 Reports
- Equip Diagnostic Assessment Reports- identified standards/tracking
- Assessment Data- Topic/Lesson Quizzes, Mid- and End-of Unit Assessment Tasks, Performance Reports generated from Edulastic/Affirm

- The Instructional Coach will visit every 5th Math classroom at least once a month to conduct a snapshot using the “math Look fors checklist”

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

Goal #3

From Spring 2021 to Spring 2024, the percentage of students in each grade achieving Strong (Mastery or Above) on the LEAP 2025 in Social Studies for each cohort of students will increase by 2 percentage points as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
4 th	31%	33%	35%	37%
5 th	45%	47%	49%	51%
6 th	48%	50%	52%	54%

Instructional Focus:

- Inquiry-based instruction
- Students developing and supporting claims through writing and speaking

Resources needed:

- Guaranteed Curriculum
- Achieve 3000

Team Reflection:

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<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Understanding the shifts in social studies instruction ● Informing Parents of Compelling Questions and unit focus and identify available resources 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● PTA Newsletter ● Guaranteed Curriculum ● Achieve 3000 	<p>Number of Participants:</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p>																														
<p>Professional Development:</p> <ul style="list-style-type: none"> ● The “Why”: Shifts in social studies instruction to inquiry based learning ● High Quality Curriculum: Social Studies Instructional Pathway, Scope and Sequence, embedded unit resources 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Guaranteed Curriculum ● Curriculum Specialist 	<p>Feedback from Teachers:</p>																														
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● PLCs will focus on planning for the use of inquiry-based instruction and claim development ● Curriculum Specialists ● Instructional Coaches – Model lessons 																																
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<p>Middle of the Year Monitoring Results/Areas for improvement:</p>																																
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3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners*

DISCIPLINE

- *Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of-school suspension rate is more than two times the national average for the past three years*
- *Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12*

Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by .5 % points each year as follows:

2020-2021 %	2021-2022 %	2022-2023 %	2023-2024 %
4.13	3.63	3.13	2.63

Tier 1 (School wide):

Weekly social skills lessons, positive behavior reinforcement, classroom circles, least invasive behavior corrections, seating charts, school counselor guidance lessons on character and social emotional competencies, supportive counseling:

- Triad of Instruction:
- Second Steps (PK-K)
- Classroom Management Plan
- Weekly Social Emotional Learning on Google Classroom
- PBIS
- Development of classroom culture
- Supportive counseling not occurring on a regular basis

Resources needed:

- PBIS Funds
- Planning time
- PTA Support
- Behavior Interventionist

Team Reflection:

Tier 2 (Targeted Prevention):

- Sensory rooms, check in check out, parent conferences
- Triad of Instruction:
- Targeted social skills instruction
- Student specific reinforcement system
- Behavior Contracts

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<ul style="list-style-type: none"> • Mental Health Counseling Services Individual and Group • Small group counseling groups • Check in/Check out 														
<p>Tier 3 (Intensive Individual): referrals to wrap around community supports, homeschool plans to improve relationships and create proactive plans</p> <p>Triad of Instruction:</p> <ul style="list-style-type: none"> • FBA & BIP • Safety Plan • Daily, explicit social skill instruction • Crisis Intervention Plans • Mental Health Counseling Services Individual and Group • Crisis Intervention Services • FINS (Families in need of services referral) 														
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> • Counselor’s Corner on the School’s Website • Parenting Tips in the PTA Newsletter 	<p>Resources needed:</p> <ul style="list-style-type: none"> • PTA Newsletter • Website 	<p>Participation Outcome:</p> <p>Parent Feedback/Exit Tickets/Survey:</p>												
<p>Professional Development:</p> <ul style="list-style-type: none"> • Classroom Management Plan 	<p>Resources needed:</p> <ul style="list-style-type: none"> • PBIS Funds • Planning time • PTA Support • Behavior Interventionist 	<p>Feedback from Teachers:</p>												
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> • Behavior Interventionist 														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													
<p>Data used to Monitor and Evaluate Goal:</p> <ul style="list-style-type: none"> • District discipline data 														
<p>Middle of the Year Monitoring Results/Areas for Improvement:</p>														

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End of the Year Results:

STUDENTS WITH EXCEPTIONALITIES

- *Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))*

Goal #2 (SWE):

From Spring 2021 to Spring 2024, the SPS for the Students With Exceptionalities student group will increase by points each year as follows:
*pending score release

2020-2021 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS

Describe policies and practices to identify disabilities early and accurately:

- Struggling students will have TAT team assistance. If deemed necessary, SBLC will be consulted.

Team Reflection:

Describe structures to increase collaboration amongst general and special education teachers:

- The regular and SWE teachers will collaborate during PLCs.

Team Reflection:

Supports and Strategies in Tier 1 (Core Instruction):

- Tier 1 (School-wide)IRLA, Ready Gen, Guidebooks, Unique Learning and News 2 You (Moderate, Severe, RNC), Amplify Reading, Writing Revolution, Achieve 3000, Eureka Math, Eureka In Sync, Eureka Equip, Eureka Affirm, Reflex Math, Gizmos, Ready, i-Ready

Resources needed:

- School Board approved interventions from the Triad.

Team Reflection:

Supports and Strategies in Tier 2 (Targeted Prevention):

- Tier 2 (Targeted Prevention)Amplify Instruction, IRLA, S.P.I.R.E (Pilots), Project Read (Small Group), Fast ForWord, Guidebook Support, Achieve 3000 (Print Materials – Small Group), Eureka Equip, Zearn (Small Group), Reflex Math, Ready Math (Small Group)

Supports and Strategies in Tier 3 (Intensive Individual):

- Tier 3 (Intensive Individual)Amplify Instruction, IRLA, Project Read (Small Group), PCI (Moderate, Severe, RNC)Achieve 3000

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(Personalized Learning Path), SRA (only with IEP), Eureka Equip, Zearn (Small Group), Reflex Math, i-ReadyT														
Parent and Family Engagement Activity: <ul style="list-style-type: none"> Send home LDOE Parent Support information Curriculum Based Parental Support Letters to support at-home learning 	Resources needed: <ul style="list-style-type: none"> Email PTA Newsletter 	Participation Outcome: Parent Feedback/Exit Tickets/Survey:												
Professional Development: <ul style="list-style-type: none"> 4 Strategies of Effective Learning Using the Writing Rubric and the Modified Writing Rubric Lesson planning/unit planning for Guidebooks The Writing Revolution Overview and focus on specific strategies Project Read – Linguistics Ready Gen Zearn Eureka Math, In Sync, Affirm, Equip Ready, i-Ready Reflex Math Achieve 3000 Unique Learning/News 2 You Accountable talk/mathematical discussions SER, FBA, BIP trainings Monthly SWE consultant meetings 	Resources needed: <ul style="list-style-type: none"> School Board approved interventions from the Triad. SWE Consultant 	Feedback from Teachers:												
Follow Up and Support: <ul style="list-style-type: none"> Model lessons - Instructional Strategies, pedagogy and scaffolding Purposeful planning for student tracking toward progress of identified standards and/or IEP goals. Analyzing assessments, feedback and next steps Walk Through and Look fors 														
Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													
Data used to Evaluate Goal:														

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- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, District/teacher created unit assessments, Unit Tasks/ Culminating Writing Tasks
- Equip Diagnostic Assessment Reports- identified standards/tracking
- Assessment Data- Topic Quizzes, Mid- and End-of Module Assessment Tasks, Performance Reports generated from Edulastic/Affirm
- IReady Diagnostic Assessment Reports
- LEAP Connect/ Unique Learning assessments
- GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit), GB 2020 – section diagnostics

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

ENGLISH LEARNERS

- *Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.*
- *Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings; etc.*

Goal #3 (English Learners):

From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)

Supports and Strategies in Tier 1 (Core Instruction):

The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards.

- Grades 4 - 6: full English language immersion with push-in support

Supports and Strategies in Tier 2 (Targeted Prevention):

- Fast ForWord
- Achieve 3000

Supports and Strategies in Tier 3 (Intensive Individual):

Resources needed:

- ESL Teacher
- Achieve 3000
- Fast Forward
- Project Read

Team Reflection:

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<p>If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation.</p> <ul style="list-style-type: none"> ● Project Read 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Additional resources to supplement learning at home 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● EL Outreach documents for families, i.e., ● Provide school information in parents' native language, ● Robocalls, ● Summer Learning Brochure 	<p><u>Participation Outcome:</u></p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Identification of ELs and language proficiency levels Differentiating instruction ● Modifying curriculum to be more accessible to EL students ● Understanding and using LEP accommodations effectively ● SBLC considerations for English language learners (environmental, language and cultural) 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● EL Outreach documents for families, i.e., ● Provide school information in parents' native language, ● Robocalls, ● Summer Learning Brochure 	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● EL Team (Elena Dieck and Lynn Upchurch, EL teachers and EL instructional aides on campus, Math and ELA district coaches) ● Whole classroom observations ● Small group observations (based on previous ELPT achievement scores) 		

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- EL Team (Elena Dieck and Lynn Upchurch) Presentation/ Q & A during PLCs
- ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

Data used to Evaluate Goal:

- ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana
- ELPT - administered every February
- LEAP/ LEAP Connect

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan 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 students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and 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 the federal 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.*

Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:

- PTA Newsletter
- Teacher Websites
- Monday Memos
- Facebook PTA Page
- School Website
- Robo Calls

Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:

- Parent Surveys
- PTA on school committees

Resources Needed to Support Parent and Family Engagement:

- Website
- PTA Newsletter

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

Team Reflection:

5. INTERVENTIONS FOR AT-RISK STUDENTS

Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:

- Students will be identified using data from PLCs.
- Students with IAIPs for poor performance in the LEAP
- Struggling students will have TAT team assistance. If deemed necessary, SBLC will be consulted.

Describe how the school ensures that interventions do not replace core instruction:

- Embedded intervention time in the daily schedule is being implemented

Interventions/programs available for students in need (include grade levels and skills addressed):

- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, District/teacher created unit assessments, Unit Tasks/ Culminating Writing Tasks
- Equip Diagnostic Assessment Reports- identified standards/tracking (4th and 5th grade math)
- Assessment Data- Topic Quizzes, Mid- and End-of Module Assessment Tasks, Performance Reports generated from Edulastic/Affirm (4th and 5th grade math)
- IReady Diagnostic Assessment Reports (6th grade math)
- LEAP Connect/ Unique Learning assessments

Describe the process for ensuring progress monitoring is carried out and results are monitored:

- Bi monthly PLC meetings are used to review data.

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

Resources Needed to Support Interventions:

- Instructional Coaches
- PLC planning time
- Common planning time
- Embedded intervention time in the daily schedule

Middle of the Year Monitoring Results:

End of the Year Results:

6. SUPPORT AND EXTENDED LEARNING

Support and extended learning opportunities within the school day (field trips, art, music, etc.) <ul style="list-style-type: none"> • Co-curricular subjects include PE, music, and library. • Band • Chorus • Student Council 													Resources needed: <ul style="list-style-type: none"> • Teacher sponsors 		
Extended learning opportunities beyond the school day and school year (e.g. 21st century, before or after school tutoring, credit recovery, etc.): <ul style="list-style-type: none"> • Tutoring by certified teachers will be provided to those identified. 													Resources needed: <ul style="list-style-type: none"> • Certified Teachers 		
Budgets used to support this activity:															
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	
	X					X						X			
List programs that need to be evaluated and what data will be used to monitor and evaluate: <ul style="list-style-type: none"> • Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, District/teacher created unit assessments, Unit Tasks/ Culminating Writing Tasks • Equip Diagnostic Assessment Reports- identified standards/tracking (4th and 5th grade math) • Assessment Data- Topic Quizzes, Mid- and End-of Module Assessment Tasks, Performance Reports generated from Edulastic/Affirm (4th and 5th grade math) • IReady Diagnostic Assessment Reports (6th grade math) • LEAP Connect/ Unique Learning assessments 															
Middle of the Year Monitoring Results/Areas for Improvement:															
End of the Year Results:															

7. COUNSELING SERVICES

A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. 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.

Services Provided by Mental Health Provider(s):	Resources needed: <ul style="list-style-type: none"> • MHP
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<ul style="list-style-type: none"> ● Counseling services ● Parental Resources ● Social Skills 																															
Services Provided by Counselor(s): <ul style="list-style-type: none"> ● Counseling services ● Parental Resources ● Social Skills ● Sexual Abuse Lesson ● Hygiene lesson ● Career education 	Resources needed: <ul style="list-style-type: none"> ● Counselor 																														
Budgets used to support this activity: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 5%;">Title I</th> <th style="width: 5%;">GFF</th> <th style="width: 5%;">Title II</th> <th style="width: 5%;">LA4</th> <th style="width: 5%;">IDEA</th> <th style="width: 5%;">Title III</th> <th style="width: 5%;">Title IV</th> <th style="width: 5%;">Perkins</th> <th style="width: 5%;">JAG</th> <th style="width: 5%;">Bonds</th> <th style="width: 5%;">DSS</th> <th style="width: 5%;">CDF</th> <th style="width: 5%;">ESSER</th> <th style="width: 5%;">SCA</th> <th style="width: 5%;">Other</th> </tr> </thead> <tbody> <tr> <td></td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other		X													
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other																	
	X																														
Team Reflection:																															

8. TRANSITION ACTIVITIES

Describe school-wide transition activities including those for Students with Exceptionalities, such as:

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

Transition Activities for Students: <ul style="list-style-type: none"> ● Student visits to feeder school when allowed ● Communication with all feeder schools ● Teacher introduction videos 	Resources needed: <ul style="list-style-type: none"> ● buses ● videos ● technology
Parent and Family Engagement Activity: <ul style="list-style-type: none"> ● Stop and Drop ● Virtual open house ● Parent meeting 	Resources needed: <ul style="list-style-type: none"> ● technology ● copies ● website
Participation Results:	

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Feedback from Parents/Families:

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

9. PROFESSIONAL LEARNING COMMUNITIES

PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:

- *analyze student data to plan for individual lessons with embedded supports to address unfinished learning and*
- *plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.*

Describe the structure/make-up of your PLC groups:

- PLCs are held bi- monthly. Math meets every other Tuesday. ELA and Science/SS meet every other Thursday. Each group and grade level meets for two hours.

Resources needed:

- Instructional Coach
- substitutes

Describe the format of your PLC groups (When? How often? How long?):

- PLCs are held bi- monthly. Math meets every other Tuesday. ELA and Science/SS meet every other Thursday. Each group and grade level meets for two hours.

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X	X												

Middle of the Year Reflection/Areas for Improvement:

End of the Year Feedback from Teachers:

Areas for Improvement:

10. OTHER PROFESSIONAL DEVELOPMENT

High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction

Other Professional Development:

- Professional development opportunities are provided by the school and by the district as needed.

Describe how the Instructional Coach will support your school (if applicable):

- The Instructional coaches guide PLCs, help aggregate data, model lessons, and support the teachers and school in any way possible.

Resources needed:

- Instructional Coaches

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X													

Middle of the Year Reflection/Areas of Improvement:

End of the Year Feedback from Teachers:

Possible PD needs for next school year:

11. SCHOOL ADVANCEMENT PLANNING

Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):

- At the October PTA Executive Board meeting the School Advancement plan will be reviewed and discussed.

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

- IN November, the plan will be described in the PTA newsletter, posted on the school's website, and discussed at the school' articulation meeting to pass on to the faculty.

Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:

- The plan will be reviewed in January and again in April and adjusted if necessary.

2021-2024 Committee Members

School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

Members Include:

- Administrator: Nicolle Balsler
- Administrator: Trish Picone
- Teacher: Stephanie Leibfritz
- Teacher: Jenny Trosclair
- Teacher: Tiffany Hewson
- Parent/Family: Ashley Dragon
- Parent/Family: Kristen Kelley
- Community Member: Eric Restel
- Student: Callie Brown

Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

Members Include:

- Administrator: Nicolle Balsler
- Administrator: Trish Picone
- Teacher: Stephanie Leibfritz
- Teacher: Jenny Trosclair
- Teacher: Tiffany Hewson
- Parent/Family: Ashley Dragon
- Parent/Family: Kristen Kelley

DISTRICT ASSURANCES

- | ■ I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.

- | ■ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- | ■ I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A school-wide action plan with timelines and specific activities for implementing the above criteria

- | ■ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date