

School Improvement Plan Lake Harbor Middle School St. Tammany Parish School System

Lake Harbor Middle School
4th -6th Grade
1700 Viola Street
Mandeville, LA 70448
Susan Patin
985-674-4440
susan.patin@stpsb.org

December 10, 2010

DATA COMPREHENSIVE NEEDS ASSESSMENT & DATA TRIANGULATION: SUMMARY REPORT

Data Triangulation – Strengths & Contributing Factors to Strengths

Part I: Strengths should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

STRENGTHS	RANK ORDER	DATA SOURCE (250 Characters)
Math is a strength across all three grade levels.	1	CRT LEAP & I LEAP Scores, Parent Surveys, Observations
Using conventions of language to enhance the writing process is a strength in English language arts.	2	CRT LEAP & NRT I LEAP Scores, Observations, Teacher Lesson Plan Reflections
Data analysis is a noted strength in the area of math for all three grades.	3	CRT LEAP & I LEAP Scores, Observations, Teacher Lesson Plan Reflections
Physical science is a strength in 4th and 5th grade in the area of science.	4	CRT & NRT LEAP and I LEAP scores, Observations, Teacher Lesson Plan Reflections

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified strengths; see “Tools for Success,” SIP Rubric, Pages 74-76.

Contributing Factor 1		Math is a strength across all three grade levels.	
Domain/Subdomain (Choose One Only)		220 Culture: Collaboration ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Highly qualified teachers reinforce instruction with a multitude of concrete activities involving manipulatives and real life examples to teach concepts and skills in math. Students are given multiple ways to experience and work through the various math topics and concepts presented.	Observations, Lesson plans & reflections	Archival
2.	Math has had the highest CRT score for past 5 years. It remains high across the 5 years for all three grade levels with the exception of 6th grade last year.	LEAP and ILEAP data, Teacher Reflections, WFSG discussions notes	Cognitive

3.	Highly qualified teachers collaborate and plan together weekly to share ideas to make the math experiences more applicable, meaningful, and real for students. They also work in Whole Faculty Study Groups monthly to further collaborate on best practices in math.	Reflections, WFSG agendas, observations	Archival
4.	75.66% of parents surveyed indicated that they strongly agreed that the faculty was doing a good job teaching math. Our teachers comment that they get feedback from parents that they are doing a great job in preparing them for future courses and experiences in math.	Parental Surveys, Lesson Plan Reflections, WFSG Discussion Notes	Attitudnal

Contributing Factor 2		Using conventions of language to enhance the writing process is a strength in English language arts.	
Domain/Subdomain (Choose One Only)		210 Culture: Student Expectations ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Teachers reinforce grammar, punctuation, and necessary skills to help students improve their writing skills. They teach using the writing process and have instituted programs such as daily oral language to help students practice conventions of language.	Observations, Lesson Plans, Reflections,	Archival
2.	73.3% of parents surveyed indicated that they strongly agreed that the faculty was doing a good job teaching writing. Many of the skills involved with the writing process involve using the conventions of language appropriately. Our teachers comment that they get feedback from parents that the daily oral language programs help their children learn the fundamentals of writing.	Parental Surveys, Lesson Plan Reflections, WFSG Discussion Notes	Attitudnal
3.	CRT Data for 4 th grade indicates that this was their highest subtest with 82% average percent correct. It was also 5 th grade's highest subtest in English Language Arts with 72%. 6 th grade was also high with 70%. The NRT data for I LEAP for 5 th and 6 th grade indicates that language is the highest subtest for both grades for the past three years.	CRT LEAP scores, NRT scores for I LEAP, WFSG discussion notes	Cognitive

Contributing Factor 3		Data analysis is a noted strength in the area of math for all three grades.	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Highly qualified teachers reinforce instruction specific in the area of data analysis, probability, and discrete math with a multitude of concrete activities involving manipulatives and real life examples. Students are given multiple ways to experience real life examples using data.	Teacher lesson plans and weekly reflections, WFSG notes, observations	Archival
2.	All three grade levels scored highest on this particular subtest on the CRT portion of their tests. 4 th grade scored 82% average percent correct on LEAP. 6 th grade scored 80% and 5 th grade had 81% on I LEAP.	CRT Data with LEAP and ILEAP Scores, WFSG Notes, Lesson Plan Reflections	Cognitive
3.	The spring math checkpoints assessments for 4 th and 6 th grade indicated a strength in several of the grade level expectations for data analysis, probability, and discrete math. For example, 4 th gr. scored high on analyzing, interpreting & constructing various types of charts and graphs (77.5%). 4 th & 6 th grade scored high on finding and interpreting mean, median, and mode (4 th -64.2% & 6 th - 78.9%).	Spring Math 2010 Checkpoints, CRT Data, Observations	Cognitive

*Must list **at least three findings** to justify Strengths

Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

Data Triangulation – Contributing Factors to Weaknesses

Part II: Weaknesses should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

WEAKNESSES	RANK ORDER	DATA SOURCE (250 Characters)
Applying reasoning and problem solving skills in reading in English Language Arts is a weakness noted across the board for all three grade levels.	1	CRT data for LEAP and NRT data for I LEAP, Teacher Lesson Plans, Reflections
Number and number relations continues to be an area that requires attention for the majority of our grades.	2	CRT data for LEAP and NRT data for I LEAP, Teacher Lesson Plans, Reflections
Students with disabilities continues to be a subgroup that fails to make significant improvement and sustain that over time.	3	LEAP & I LEAP Subgroup Test Data, Observations, Teacher Reflections, Parent Surveys
Science as inquiry is an area that the teacher targeted for growth.	4	CRT data for LEAP and I LEAP, Teacher Lesson Plans, Reflections

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified weaknesses; see “Tools for Success,” SIP Rubric, Pages 74-76.

Contributing Factor 1	Applying reasoning and problem solving skills in reading in English Language Arts is a weakness noted across the board for all three grade levels.		
Domain/Subdomain (Choose One Only)	--- 510 CIA: Instructional Strategies		
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Teachers are instituting innovative ideas and activities but students lack the foundational skills. Some lack reading fluency to be able to comprehend the passages and move beyond the basics and apply the higher order thinking. Teachers need to work on building the foundation and teach literacy in all subjects as well as help student to think critically.	Lesson plans, weekly reflections, WFSG notes	Archival
2.	CRT data shows that the students in 4 th grade on LEAP have their lowest scores in reading and responding with 68% average percent correct. On the subtests, applying reasoning and problem solving is 69% and reading and analyzing literature is 59%. Both of these require higher order thinking skills which is noted by our teachers and staff as a weakness.	CRT LEAP Data, Observations, Weekly Lesson Plans and Reflections	Cognitive

3.	CRT data for 5 th grade indicates a score of 69% for applying problem solving and reason to reading and 6 th grade scored 71%. Teachers have also indicated a weakness in this area.	CRT LEAP Data, Observations, Weekly Lesson Plans and Reflections	Cognitive
4.	NRT data for reading has decreased in reading for 6 th grade for the last two years and last year for 5 th .	NRT data for I LEAP, Observations, Weekly Lesson plans and Reflections	Cognitive

Contributing Factor 2		Number and number relations continues to be an area that requires attention for the majority of our grades.	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	The checkpoints in math results from Spring of 2010 for 4, 5 th , and 6 th indicated that students had relatively low scores in problems that involved fractions, real life problems, estimations, and multiplication and division. Teachers are struggling to teach some basic facts while helping them practice estimation and application skills.	Math checkpoint assessments Fall and Spring, 2009/2010, CRT and NRT data, Observations, Teacher Reflections	Cognitive
2.	CRT Data indicates that 5 th grade scored 69% average percent correct and 6 th grade scored 69% also. Fourth grade scores are not the lowest, but the teachers indicate a need to improve based on observations.	CRT I LEAP Data, LEAP, Teacher Observations, Lesson Plans Reflections	Cognitive
3.	The teachers feel like this is the foundation of mathematics and an area that needs to be mastered in order to accomplish success in all other components of the math curriculum.	WFSG notes, Lesson plans and reflections, surveys	Attitudnal

Contributing Factor 3		Students with disabilities continues to be a subgroup that fails to make significant improvement and sustain that over time.	
Domain/Subdomain (Choose One Only)		310 Fam/Comm Relationships: Support for Education ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Students with disabilities has been the lowest subgroup for Lake Harbor for the past three years in math and English Language Arts. (2009-10 ELA - 58.2% proficient, math 68.4% proficient) Our teachers report a struggle with this subgroup.	CRT Data Analysis of Subgroups, Lesson Plan Reflections, Observations	Cognitive
2.	31.22% of our parents indicated that they did not strongly agree our school offered a variety of ways to enrich learning. 38% of parents also did not strongly agree that we help students appreciate differences among students.	Parent Survey, observations, reflections	Attitudnal

3.	According to a Response to Intervention Survey by our parish, our teachers indicated that they do not feel they have the necessary training and support to analyze data to make decisions about academic and behavior instruction. (2.97 out of 4.0) They also averaged 3.4 out of 4 saying they felt comfortable in their ability to differentiate instruction to meet the needs and levels of all learners.	Parish Response to Intervention Survey, Reflections, Observations	Attitudinal
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*Must list **at least three findings** to justify a weakness

Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

The identified weaknesses will lead to the goals. The contributing factors will lead to the strategies.

ACTION PLAN

GOALS AND OBJECTIVES

GOAL 1	By 2013-2014, all students will reach high standards, attaining proficiency in reading/language arts.		
Research-Based Strategy 1:		<input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL	
Indicators of Implementation (250 Characters):		Procedures for Evaluating Indicators of Implementation (250 Characters):	
1.1	Students strategically learn and transfer knowledge to collaboratively solve problems.	<p>Teachers will document on their lesson plans what methods will be used to teach transfer of knowledge and the inclusion of collaboration activities. The administration will check the lesson plans through Blackboard and record feedback and submission using the gradebook feature. Learning walks will occur quarterly and will involve teachers from across the grade levels. Formal and informal observations will occur throughout the year with feedback being given by administration. The feedback should be used by teachers to improve their instructional approach to include more meaningful and engaging learning experiences.</p> <p>Teachers will utilize rubrics to assess student products and performance tasks and teachers will share these with students ahead of time so that they can learn how to assess and become responsible for their own learning. Performance tasks and rubrics should be used at least twice a month. Teachers will create engagement meters to assess their students' levels of engagement. They will use these at least twice a month to report back to their colleagues and discuss. This information should be used to adjust their instructional strategies and methods of delivery in order to increase the engagement levels in their classroom.</p>	

1.2	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning.	Highly qualified teachers will collaborate once a month through Whole Faculty Study groups and grade level meetings to examine student work samples and review lessons that encourage student engagement. Led by the resource helping teacher, the design team, or a lead teacher, teachers will discuss innovative ways to increase student engagement and review ways to help students self monitor engagement levels with engagement meters. These engagement meters will be used at least twice a month and teachers should summarize their findings to report back to the group during sharing time. Teachers will also share rubrics created and resources to assess products of performance tasks. Teachers will document meaningful engaged learning activities in their lesson plans that involve problem solving learning opportunities. The administration will check the lesson plans bimonthly using Blackboard utilizing the grading center for record-keeping and feedback. Learning walks will occur quarterly and will involve teachers from across grade levels and disciplines. Informal and formal observations will occur throughout the year with administration providing the feedback. Teachers will use this feedback to adjust their instructional approach and plan more meaningful and engaging lessons.
1.3	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	Teachers will document performance based assessments in their lesson plans. Teachers will use checklists, observations, rubrics, personal interviews, and other varied forms of assessment on a weekly basis. Teachers will use this information to adjust their instructional approach and content according to their students' needs. Teachers will meet collaboratively throughout the year to review student assessment samples in efforts to improve the quality of the tools and instructional practices. Technology will also be utilized as an informal assessment tool in many classes to increase engagement and motivate learning.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School ELA CRT Index Scores in 4 th - 6 th grades from 119.9 to 120.0 by 2012.	Students will improve in the area of applying reasoning and problem solving skills to reading.
1.2	To increase Students with Disabilities subgroup from 58.2 to 66.1 by 2012.	Students with disabilities will improve in the area of applying reasoning and problem solving skills in reading.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will differentiate learning to meet the needs of learners in the area of reading through activities such as literacy stations, literature circles, and use of leveled readers.
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will utilize supplemental reading materials such as Weekly Reader, newspaper articles, novels, and other ancillary materials across content areas to help students understand how to use use reasoning and problem solving comprehension reading skills in real world situations.
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will implement Kagan group structures to all subgroups as an instructional practice that promotes engaged learners in reading.
ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will present and aid students in the use of graphic organizers such as Thinking Maps and Go Charts to help them strengthen reading comprehension, reasoning, problem-solving, and student engagement.
ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will participate in collaboration time with colleagues among their faculty & schools within their learning community in efforts to strengthen their understanding of meaningful engaged learning and best practices. This will be conducted through whole faculty study groups & grade level meetings that are held monthly. The lead teachers for each grade level, WOW design team leaders, & the resource helping teacher will lead these meetings. Outside speakers are often invited.
ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)
Learning Walks will be conducted quarterly to help teachers observe meaningful engaged learning among colleagues at Lake Harbor. The administration and WOW design team will arrange the walks and will provide for discussions and feedback. Teachers will also be looking for strategies to improve reasoning & problem solving in reading comprehension. Teachers can request areas or teachers to observe. Learning Walks will be arranged at schools with similar grade levels.

ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will roster and analyze their CRT & NRT LEAP & ILEAP test data for their current school year students. They will look at subtest data to identify weaknesses & strengths of the class as a whole & then also for individual students to make educational decisions. Teachers will review data periodically throughout the year to adjust plans. Accelerated Reader & STAR results, math checkpoints, Dibels 3rd gr data, cold reads, PASS, & other assessments will be used.

ACTIVITY 8 (Activities indicated should address all subgroups; 500 Characters)

Lake Harbor will utilize the Working of the Work Design Team to institute the school improvement plan and educate the faculty about the importance of meaningful engaged learning in order to achieve SIP goals. This team will be instrumental in planning and leading the whole faculty study groups, learning walks, and professional development to help support our vision.

ACTIVITY 9 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will present lessons and activities across all content that require students to analyze and respond to higher level questions and tasks that promote problem solving, reasoning, and critical thinking. Assessment tools and performance tasks will be created to include open-ended or constructive response style questions in this format.

ACTIVITY 10 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will promote increased reading and the importance of reading with students through programs such as Accelerated Reader, current events projects, and inclusion of supplemental reading in other content areas. Teachers will help students appreciate and gain more experience with written text to improve motivation, reading fluency and comprehension. Teachers will also reach out to the families to get them involved with motivating students to read more.

ACTIVITY 11 (Activities indicated should address all subgroups; 500 Characters)

3rd graders transitioning to Lake Harbor will visit the school in May to get a tour, meet the administration, hear some of the important information about the school, & ask questions. One Saturday in May, students & parents will be invited to come & meet the teachers & join us for some fun activities to get a feel for the school. Special ed. teachers & administration will meet with parents & teachers prior to the end of the school year to introduce themselves & discuss placement and concerns.

ACTIVITY 12 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will seek professional development in the area of improving meaningful engaged learning experiences, technology, critical thinking, and reasoning & problem-solving reading skills. Teachers will share information learned at conferences and workshops with the faculty through whole faculty study groups, professional development day sessions, and grade level collaboration.

ACTIVITY 13 (Activities indicated should address all subgroups; 500 Characters)

Achieve 3000! will be utilized to reach students one on one at their individual reading levels with passages that include grade appropriate content. The passages and activities are customized to meet the students individual needs based on online placement tests and assessment tools. The highly qualified teachers and the program uses the data to adjust the activities to the needs of the students. We will offer a parent night to parents on how to use this program at home.

ACTIVITY 14 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified special ed. teachers offer differentiated instruction through intensive direct reading instruction. They collect data for students from multiple sources such as Silveroli, Dibels, STAR Test, cold reads, fluency tests, & Dolche words. Individual instruction is provided as needed throughout the day, My Reading Coach is utilized, & Project Read is integrated across the ELA curriculum for SWD. Phonetic books are used as a home connection to improve reading fluency & comprehension.

ACTIVITY 15 (Activities indicated should address all subgroups; 500 Characters)

Family outreach programs such as Family Learning Night and Evening With the Stars, encourage participation in students' educational experiences. FLN is a great opportunity where the faculty offers an array of literacy and numeracy activities for the whole family to participate. Weekly overviews, the school website & teacher webpages, the PTA newsletter, a strong relationship with PTA, & open communication are all ways that we encourage parental involvement and support for the SIP goals at LHMS.

ACTIVITY 16 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will continue to seek ways to improve the use of available software and hardware. Promethean Boards will be be utilized more efficiently and productively by students to create more meangingful engaged learning. Flip cameras, digital cameras, digital microscopes, mobile comp. labs, & other tools will also be explored. Teachers will also utilize online resources to promote the acquisition of comprehension skills with the focus of reasoning and problem solving.

ACTIVITY 17 (Activities indicated should address all subgroups; 500 Characters)

The Positive Behavior Support committee will continue to support the universal interventions and implement the secondary interventions (Behavior Education Program) with the Jr. SWIM Team mentoring program. Initially it will start with fourth grade for the first year. Each month the team will review behavioral data collected and decide on one area of weakness to target for growth as part of the yearly action plan. We continue to follow the FISH Philosophy.

ACTIVITY 18 (Activities indicated should address all subgroups; 500 Characters)

The Response to Intervention Model will be utilized to examine student work to make decisions about their instructions or interventions. Data, student work samples, and teachers' instructional strategies will be discussed and reviewed in effort to improve the individual instructional plans of students. This will occur through the SAT process and RTI process. Data will be reviewed periodically. The literacy interventionist will assist in strategies to meet students' needs.

ACTIVITY 19 (Activities indicated should address all subgroups; 500 Characters)

The WOW Design Team will work with the faculty to design standard engagement meters to be used in the classroom with students so that they can assess the levels of engagement at various points in their lessons. Reflections of teachers and students will be shared at whole faculty study groups and grade level collaboration.

GOAL 2		By 2013-14, all students will reach high standards, attaining proficiency or better in mathematics.	
Research-Based Strategy 2:		<input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL	
Indicators of Implementation (250 Characters):		Procedures for Evaluating Indicators of Implementation (250 Characters):	
1.1	Students strategically learn and transfer knowledge to collaboratively solve problems.	<p>Teachers will document on their lesson plans what methods will be used to teach transfer of knowledge and the inclusion of collaboration activities. The administration will check the lesson plans through Blackboard and record feedback and submission using the gradebook feature. Learning walks will occur quarterly and will involve teachers from across the grade levels. Formal and informal observations will occur throughout the year with feedback being given by administration. The feedback should be used by teachers to improve their instructional approach to include more meaningful and engaging learning experiences.</p> <p>Teachers will utilize rubrics to assess student products and performance tasks and teachers will share these with students ahead of time so that they can learn how to assess and become responsible for their own learning. Performance tasks and rubrics should be used at least twice a month. Teachers will create engagement meters to assess their students' levels of engagement. They will use these at least twice a month to report back to their colleagues and discuss. This information should be used to adjust their instructional strategies and methods of delivery in order to increase the engagement levels in their classroom.</p>	

1.2	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning	Highly qualified teachers will collaborate once a month through Whole Faculty Study groups and grade level meetings to examine student work samples and review lessons that encourage student engagement. Led by the resource helping teacher, the design team, or a lead teacher, teachers will discuss innovative ways to increase student engagement and review ways to help students self monitor engagement levels with engagement meters. These engagement meters will be used at least twice a month and teachers should summarize their findings to report back to the group during sharing time. Teachers will also share rubrics created and resources to assess products of performance tasks. Teachers will document meaningful engaged learning activities in their lesson plans that involve problem solving learning opportunities. The administration will check the lesson plans bimonthly using Blackboard utilizing the grading center for record-keeping and feedback. Learning walks will occur quarterly and will involve teachers from across grade levels and disciplines. Informal and formal observations will occur throughout the year with administration providing the feedback. Teachers will use this feedback to adjust their instructional approach and plan more meaningful and engaging lessons.
1.3	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	Teachers will document performance based assessments in their lesson plans. Teachers will use checklists, observations, rubrics, personal interviews, and other varied forms of assessment on a weekly basis. Teachers will use this information to adjust their instructional approach and content according to their students' needs. Teachers will meet collaboratively throughout the year to review student assessment samples in efforts to improve the quality of the tools and instructional practices. Technology will also be utilized as an informal assessment tool in many classes to increase engagement and motivate learning.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School Math CRT Index Scores in 4 th - 6 th grade from 125.2 to 127.2 by 2012.	Students will improve in the area of number and number relations for mathematics.
1.2	To increase Students with Disabilities CRT Index Scores from 68.4 to 74.4 by 2012.	Students with disabilities will improve in the area of number and number relations for mathematics.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will differentiate learning to meet the needs of learners in the area of math. They will provide problem-solving experiences, small group activities, technology rich lessons, and hands-on investigations that promote meaningful engaged learning.
ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will implement Kagan group structures to all subgroups as an instructional practice that promotes engaged learners in math.
ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will present and aid students in the use of study tools such as Math take-home journals and foldables to help them strengthen understanding and application of mathematical concepts.
ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Everyday Counts Calendar Math will be used to elicit discussions and exploration of number and number relations (as well as other concepts) in all math classes. Connected Math, Investigations, and Groundworks will also be used to help students apply math concepts to real world situations.
ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
Assessment tools and performance tasks will be devised to include constructed response items for formal and informal evaluations of problem solving skills. Students will receive instruction on how to write well constructed responses. Thinking Maps, graphs, tables, diagrams, Go Charts, and graphic organizers will be taught to help students be more proficient.
ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will participate in collaboration time with colleagues among their faculty & schools within their learning community in efforts to strengthen their understanding of meaningful engaged learning and best practices. This will be conducted through whole faculty study groups & grade level meetings that are held monthly. The lead teachers for each grade level, WOW design team leaders, & the resource helping teacher will lead these meetings. Outside speakers are often invited.

ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)

Learning Walks will be conducted quarterly to help teachers observe meaningful engaged learning among colleagues at Lake Harbor. The administration and WOW design team will arrange the walks and will provide for discussions and feedback. Teachers will also be looking for strategies to improve math with emphasis on number & number relations. Teachers can request areas or teachers to observe. Learning Walks will be arranged at schools with similar grade levels.

ACTIVITY 8 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will reroster and analyze their CRT & NRT LEAP & ILEAP test data for their current school year students. They will look at subtest data to identify weaknesses & strengths of the class as a whole & then also for individual students to make educational decisions. Teachers will review data periodically throughout the year to adjust plans. Math checkpoints, curriculum based assessment, PASS, & other assessments will be used.

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Lake Harbor will utilize the Working of the Work Design Team to institute the school improvement plan and educate the faculty about the importance of meaningful engaged learning in order to achieve SIP goals. This team will be instrumental in planning and leading the whole faculty study groups, learning walks, and professional development to help support our vision.

ACTIVITY 10 (Activities indicated should address all subgroups; 500 Characters)

3rd graders transitioning to Lake Harbor will visit the school in May to get a tour, meet the administration, hear some of the important information about the school, & ask questions. One Saturday in May, students & parents will be invited to come & meet the teachers & join us for some fun activities to get a feel for the school. Special ed. teachers & administration will meet with parents & teachers prior to the end of the school year to introduce themselves & discuss placement and concerns.

ACTIVITY 11 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will seek professional development in the area of improving meaningful engaged learning experiences, technology, critical thinking, and math with emphasis on number and number relations. Teachers will share information learned at conferences and workshops with the faculty through whole faculty study groups, professional development day sessions, and grade level collaboration.

ACTIVITY 12 (Activities indicated should address all subgroups; 500 Characters)

Achieve 3000! will be utilized to reach students one on one at their individual learning levels with mathematical concepts and skills that include activities customized to meet the students individual needs based on online placement tests and assessment tools. The highly qualified teachers and the program uses the data to adjust the activities to the needs of the students. We will offer a parent night to parents on how to use this program at home.

ACTIVITY 13 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified special ed. teachers offer differentiated instruction through intensive direct instruction and multisensory experiences in math. They collect data for students from multiple sources such as curriculum based assessments, CRT & NRT, math checkpoints, and diagnostic checks to individualize instruction for SWD.

ACTIVITY 14 (Activities indicated should address all subgroups; 500 Characters)

Family outreach programs such as Family Learning Night and Evening With the Stars, encourage participation in students' educational experiences. FLN is a great opportunity where the faculty offers an array of literacy and numeracy activities for the whole family to participate. Weekly overviews, the school website & teacher webpages, the PTA newsletter, a strong relationship with PTA, & open communication are all ways that we encourage parental involvement and support for the SIP goals at LHMS.

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ACTIVITY 16 (Activities indicated should address all subgroups; 500 Characters)

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