

Lake Harbor
2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

St. Tammany Parish



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

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 at-risk student groups as well an examination of student, teacher, and school strengths and weaknesses.*
- *Be sure to include both quantitative and qualitative data in your analyses.*
- [Data Analysis Guiding Questions](#)

STRENGTHS	WEAKNESSES
2024-25	
STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025, ACT, WORK KEYS, IBCS, GRAD RATE, ETC.	
All Students	
● 6th Grade ELA Assessment Index grew 6.6 points in 2024 ● For three consecutive years, our 6th Grade math Assessment Index has shown growth from 61.7 to 74.5 in 2024. ● In 6th grade Science, the assessment Index has increased by 8.1 in 2024 ● 6th Grade ELA Cohort have grown 6.9 points. ● 4th Grade science Cohort have grown 4.6 points. ● According to our ELA sub strand data, we have overall growth, 7%, in Vocabulary ● Math sub strand data indicates a strength in 5th grade operations and decimals. ● Math sub strand data indicates a strength in 5th grade rate and ratios ● 4th Grade science Assessment Index increased by 1.2 points in 2024 ● Science sub strand data shows that 6th grade increased in all areas.	● 4th and 5th Grade ELA Assessment Index has declined in 2024. 4th grade declined 4.2 and 5th 6.2 points. ● 5th Grade ELA Cohort declined 4.1 points. ● 5th Grade math Cohort declined 3.2 points. ● 5th and 6th grade science Cohort declined, 8 points and 10.4, respectfully. ● Considering ELA sub strand data, our students show a weakness in knowledge and use of language and Written Expression. ● Math sub strand weaknesses include additional supporting content. ● Science sub strand data show that 4th and 5th grade decreased in all areas.
At-Risk Student Groups	
(SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)	
● According to the Assessment Index, our Black or African American students grew in ELA from 66.3 to 73.8. ● According to the Assessment Index, our Black or African American students grew in math from 59.8 to 68.9.	● Our English Learners and Students With Exceptionalities continue to score lower than all other subgroups. ● According to the Assessment Index, our white subgroup declined in all areas. ELA 1.1-point, Math 2.6 points and 2.7 points in Science.

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According to the Assessment Index, our SWE students grew in ELA from 66.3 to 73.8.	
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
- Our total percentage of students receiving referrals went down from 17.48% to 12.37% with most referrals being repeat offenders. - According to our MRA results, Family engagement increased by 3 points from 2023 to 2024. - Family & Community Engagement scores increased by 5 points.	- Our MRA (Measurable Results Assessment) overall score decreased by 5 points. - Our suspension rate increased from 3.07% to 3.09% in 2024. - Student Leadership MRA scores decreased 5 points - MRA results decreased in the area of Academic Self-efficacy (-3) when compared to last year's results.
2025-26	
STUDENT ACHIEVEMENT DATA	
All Students	
Note State has changed the way data is being reported 4th Grade ELA – Proficiency grew 1 point from 65% to 66% proficient 4th Grade ELA – Assessment Index grew 2.3 points from 90.8 to 93.1 - Percent of students showing growth in Math went from 48% to 56% (based on new state formula) 24-25 6th grade Cohort increased ELA Assessment Index by 4.1 points 24-25 6th grade Cohort increased Math Assessment Index by 8.5 points 4th Grade Math percent proficiency increased 3.7 points from 68.7 to 72.4.	**Note State has changed the way data is being reported** 5th Grade ELA – Proficiency decreased by 8 points from 73% to 65% proficient 6th Grade ELA – Proficiency decreased by 3 points from 77% to 74% proficient - ELA Assessment Index decreased 3 points from 95 to 92 24-25 6th grade Cohort decreased Science Assessment Index by 5.5 points 5th Grade Math Percent Proficient decreased 9.4 points from 69.1 to 59.7 24 -25 5th Grade Cohort decreased in all subject areas (ELA 3 points, Math 4.3 points, Science 2.6 points)
At-Risk Student Groups (SWE, ESL, and the lowest performing 25% in ELA and math data <u>must</u> be included as well as any other potential labeled student group)	
Percent of students growing in Math who had the lowest 25% scores in the prior year grew 18.3 points from 42.4% to 60.7%	Students with Exceptionalities subgroup – ELA Assessment Index decreased by 3.9 from 63.4 to 59.5

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• EL subgroup - Math Assessment Index increased by 10.9 points from 20 to 30.9 • Hispanic subgroup - Math Assessment Index increased by 3.2 points from 78.4 to 81.6 • Economically Disadvantaged subgroup increased in Math by 2.3 points from 71.2 to 73.5	• Percent of students growing in ELA who had the lowest 25% scores in the prior year decreased by 1.9 points from 51.5% to 49.6% • Hispanic subgroup - ELA Assessment Index decreased by 11.1 points from 90.2 to 79.1
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SCHOOL CULTURE DATA - MRA

(Discipline data must be included as well as the identified recommendations in the MRA report)

• Our overall MRA score increased by 1 point from 76 to 77 in 2025. • Our total percentage of students receiving major referrals went down from 10.18% to 8.7% in 2025 (decrease of 1.48%) with most referrals being repeat offenders. • Family & Community Engagement scores increased by 1 point from 73 to 74 in 2025.	• Our suspension rate increased from 3.33% in 2024 to 3.73% in 2025. • According to our MRA results, Family Engagement decreased from 75% to 73% by 1 point from 2024 to 2025.
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2026-27

STUDENT ACHIEVEMENT DATA

All Students

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At-Risk Student Groups

(SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)

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SCHOOL CULTURE DATA - MRA

(Discipline data must be included as well as the identified recommendations in the MRA report)

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LEADERSHIP GOAL - PRINCIPAL'S WILDLY IMPORTANT GOAL (WIG)

- Based on the above needs assessment and the Beginning-of-the-Year conference, what will be the school improvement area of focus that will impact all academic settings?
- What is the leadership goal that was established during the Beginning-of-the-Year conference?

School Improvement Focus Area

(Examples - engaging students in thinking and problem solving, document-based questioning, or non-fiction writing across the content areas)

Leadership Goal

(Include the one descriptor from one indicator on the Louisiana Leader rubric identified during the Beginning-of-the Year conference)

2024-25

To empower learners to take primary ownership of updating, assessing, and reflecting on their progress toward their personal and academic goals through their leadership opportunities.

Capacity-Building

- Develops the leadership skills of campus leaders by providing opportunities for assuming additional responsibilities through the ILT process.

2025-26

To empower learners to take primary ownership of updating, assessing, and reflecting on their progress toward their personal and academic goals through their leadership opportunities. Increase our SPS with a focus in Math as well as ELA on Written Expression and Conventions of language. For 2025-2026 school year we will also focus on reading comprehension due to a change in the LEAP test.

Teacher Effectiveness

Evaluates classroom teaching and learning accurately and provides current and relevant student data to support the evaluation.

2026-27

LEADERSHIP TEAM LONG-RANGE PLAN

Use the LRP template below throughout the school year to strategically plan out ILT meetings.

Date of ILT	Outcome	Materials	Follow-Up
September 4 (ELA)	Reviewed data and created an outline for student growth, especially in written expression.	School performance data and historical data	
October 17	Reviewed data from survey of number of students with leadership roles from the beginning of the year to the end of the first quarter	School performance data and BOY diagnostic and checkpoints	
November 6	Reviewed data and planned for the next PLC	Checkpoint data from core subjects.	
December 18	Reviewed student work and started a possible failure list	Student work from several classes- Possible failure list from JPAMS with grades.	
January 13	Reviewed student work and checkpoint scores of special populations (SWE, ESL, etc)	Checkpoint data from core subjects and grades.	
February 19	Did a check in on all core subjects to check pacing and look for ways to support those not on track with the GC.	Pacing chart for each subject and grade level.	
March 19	Reviewed data and planned for the next PLC	Checkpoint data from core subjects.	
April 23	Reviewed student work and checkpoint scores	Checkpoint data from core subjects.	
May			

LONG-TERM SCHOOLWIDE GOAL (LAG MEASURE) - SCHOOL'S ACADEMIC WIG

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
 - *Is the goal relevant? Does it align with the school needs assessment?*
 - *Is the goal measurable? How will you progress monitor?*
 - *Is the goal reasonable and achievable? Can it be met? Do you have a plan to meet it?*
 - *What new learning and/or support is needed to meet the goal?*

Schoolwide Goal

From Fall 2024 to Fall 2027, Lake Harbor Middle School will increase the SPS from 72.4 to 76.4 through a focus on empowering learners to take primary ownership of updating, assessing, and reflecting on their progress toward their personal and academic goals through their leadership opportunities.

Fall 2025 review of data: SPS will increase from 95.7 in Fall 2025 to 97.7 in the Fall of 2027 through a focus in Math (Expressing Mathematical Reasoning), ELA (Written Expression and Vocabulary) and focusing on empowering learners to take ownership monitoring progress and setting personal goals.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
99.8	95.7		
	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS**Assessment Index (AI)**

- What is your current AI in –
 - ELA 95
 - Math 90.4
 - Science 86.2
 - Social Studies? – N/A
 - Overall 90.5
- Where are there opportunities for growth? Science and Math

Progress Index (PI)

- What is your current PI in –
 - ELA 106.1
 - Math 104.3
 - Overall 105.2
- Where are there opportunities for growth? All areas

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Interests and Opportunities (I/O) • What is your current I/O 149.5/150 • Where are there opportunities for growth? None at this time.	DCAI (Jr. Highs ONLY) • What is your current DCAI? NA • Where are there opportunities for growth? NA
2025-26 Components of SPS	
Achieve Index (AI) • What is your current AI in – ○ ELA? 92 ○ Math? 90 ○ Science? 83.4 ○ Social Studies? 80.1 ○ Overall? 88.3 • Where are there opportunities for growth? Opportunities for growth are in all areas but with a focus in ELA, Science and Social Studies. ELA had more of a decline than Math	Growth Index (GI) • What is your current GI in – ○ ELA? 68.9 ○ Math? 68.2 ○ Lowest 25% in ELA? 49.6 ○ Lowest 25% in Math? 60.7 ○ ELL population? N/A ○ Overall? *Fall 2025 Overall Progress Index based old formula 105.5 *Fall 2025 State reported % proficient with revised formula. Scores above reflect this new formula • Where are there opportunities for growth? Opportunities for growth are in the area of ELA across all grade levels as well as a focus on the lowest 25%.
2026-27 Components of SPS	
Achieve Index (AI) • What is your current AI in – ○ ELA? ○ Math? ○ Science? ○ Social Studies? ○ Overall?	Growth Index (GI) • What is your current GI in – ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall?

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- Where are there opportunities for growth?

- Where are there opportunities for growth?

PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

In order to grow the SPS, identify 1 culture and 2 academic core areas that will be a priority for the next three years. Create a goal for each priority area that includes an aligned focus area that is connected to the leadership goal. *Note: The focus area can be the same for all three goals or slightly different.*

- Priority Goal #1 (Culture) - _____ MRA _____
- Priority Goal #2 (Academics) - _____ Math _____
- Priority Goal #3 (Academics) - _____ ELA _____

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Lake Harbor Middle School will increase the MRA Overall score from 73 to 76 through a focus on applying personal leadership habits to plan, prioritize, and persevere in their academic pursuits.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
73	74	77	75		76	
	Met Goal?		Met Goal?		Met Goal?	
	Y	N	Y	N	Y	N

How are we going to get there?

Purchased Resources to Support Priority Goals

Professional Development Offered
ILT Meetings, Lighthouse Team Meetings, Leadership Team Sponsor Meetings, and Leader in Me Coaching Days.

Short Term Wins (STW) (LEAD measures)

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- Percent of students in leadership roles will increase. We will know we are making an impact as we see our discipline data improve and our students day-to-day involvement/ownership and grades improve.

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2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Students to take a variety of leadership roles in order to improve their personal leadership habits and academic pursuits.	Survey homeroom teachers to see how many students are serving in a leadership role.	After presenting students with schoolwide leadership opportunities, the ILT will compare the number of students in leadership roles from the beginning of the school year until the end of the 1 st quarter.	There was an increase in the number of leadership roles from the BOY to the end of the 1 st Q as far as classroom leadership roles are concerned. We need to work on schoolwide leadership roles.	After presenting students with schoolwide leadership opportunities, the ILT will compare the number of students in leadership roles from the 1 st Q to the end of the 2nd Q	There was an increase in the number of leadership roles from the 1sr Q to the 2nd Q as far as classroom leadership roles are concerned. We need to work on schoolwide leadership roles.	After presenting students with schoolwide leadership opportunities, the ILT will compare the number of students in leadership roles from the 2nd Q to the end of the 3rd Q	While there was an increase of students in leadership roles, there is still room for improvement.
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N
Quarter 1 Reflection – There was an increase in the number of leadership roles from the first quarter to the next quarter.							
Quarter 2 Reflection – There was an increase in the number of leadership roles from the 1sr Q to the 2nd Q as far as classroom leadership roles are concerned. We need to work on schoolwide leadership roles. Increasing opportunities should help with this.							
Quarter 3 Reflection – The classes are not equitable in the number of leadership roles provided. It depends on the teacher.							
End of year Reflection – MRA data shows our overall MRA score grew 4 points from 73 to 77.							

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2025-26

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Lake Harbor Middle School will increase their Math percent proficient levels from 68.7% to 70.5% through a focus on analysis of student work and district created checkpoints to show student growth and success.

*Fall 2025 data review – math % Proficient was updated below using Spring 2025 LEAP data.

	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
All Students	90.4	90.0		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	57	55.6		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	20	30.9		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?	42.4	60.7		
	*Revised Formula	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

Use “Purchased Resources to Support Priority Goals” document from above, professional development offered, Math Learning Walks, Illuminate, LEAP Data Dive, Growth to Mastery Data Review, High Dosage Tutoring, Interventions

Short Term Wins

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- Students will track intervention data as well as grades in Math, set short term and long term goals, and work towards those goals by reflecting. Students will be participating in interventions and updating their data in the LIM binder to track progress.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
iReady	Above GL 12% Early on GL 27% 1 GL below 45% 2 GL below 9% 3 or more GL below 8%			Above GL 28% Early on GL 32% 1 GL below 28% 2 GL below 8% 3 or more GL below 4%	There was definite growth		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

We just purchased the program, so there was no really good data.

Quarter 2 Reflection –

We are seeing definite growth.

Quarter 3 Reflection –

We are seeing definite growth.

End of year Reflection –

Although we had a small decline in the number of students proficient in Math (-.4) our lowest 25% increased significantly (18.3%) and our EL students also grew 10.9.

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2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
iReady	BOY - Grade 4 – 24% on or above Grade 5 – 40% on or above Grade 6 – 41% on or above		Students completed the BOY to get a baseline. They will continue to work within the intervention program based on their individual needs.	MOY – Grade 4 - 38% on or above Grade 5 – 62% on or above Grade 6 – 68% on or above	Students are making progress in all grade levels: Grade 4 – 14% increase Grade 5 – 22% increase Grade 6 – 27% increase		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Students began the school year participating in an intervention for Math (iReady, myPath). Students continue to show growth in Math while using the intervention program. Teachers participate twice a month in PLCs to review data, review student work and discuss clear success criteria of skills being learned.

Quarter 2 Reflection –

Students are continuing to show progress in Math. % of students on level or above in 5th and 6th grade have grown over 20% points. Grade 4 has made progress and will continue the intervention

Quarter 3 Reflection –

District Math Curriculum Specialist will participate in PLCs with Math teachers to discuss coherence across grade levels as well as gaining a better understanding of grade level standards.

End of year Reflection –

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2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Lake Harbor Middle School will increase their percent proficiency in ELA from LEAP ((example - progress index/growth percent) from _71.7% Mastery or above to 75% mastery or Above through a focus on Written Expression and Conventions of language

*Fall 2025 data review – ELA % Proficient was updated below using Spring 2025 LEAP data.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	95	92		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	63.4	59.5		
		Met Goal?	Met Goal?	Met Goal?

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		Y N	Y N	Y N
EL	10	9.1		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	51.5	49.6		
	*Revised formula	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

Use “Purchased Resources to Support Priority Goals” document from above
Professional Development

Short Term Wins

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- Students will track intervention data as well as grades in ELA, set short term and long term goals, and work towards those goals by reflecting. Students will be participating in interventions and updating their data in the LIM binder to track progress.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

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Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Checkpoint 1 LEAP 360 BOY Given in August 2025	% of students proficient 4 th Gr. 19.2% 5 th Gr. 15.9% 6 th Gr. 14.7%		Students will take the LEAP 360 MOY in February 2026 Results will be reported for the 3 rd Quarter.				
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Students began the school year participating in an intervention for ELA (Lexia). Students continue to show growth in ELA with the ongoing use of the intervention program. Teachers participate twice a month in PLCs to review data, review student work and discuss clear success criteria of skills being learned.

Quarter 2 Reflection –

Students are continuing the ELA intervention program. Data indicates students are showing growth in all areas. Teachers will continue to attend PLCs to review data, student work and plan instruction aligned to standards using High Quality Instructional Material.

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Quarter 3 Reflection –

District ELA Curriculum specialist will participate in PLC with all ELA teachers to dive deeper into the intervention program to best support students' needs. This will allow students to continue to show growth with ELA standards and skills. Students will be taking the MOY LEAP 360 in February 2026. Data will be reviewed by teachers in PLC to reflect and prepare lessons based on students' needs.

End of year Reflection –

2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

OTHER SUPPORT

When intervention is needed, how will you support students in need related to the above priority areas? What is your intervention plan? Be sure to include the resources needed for at-risk student groups?

Parent and Family Engagement (PFE) Activities

**Note - At least 3 PFE events must be scheduled EACH year, with at least one PFE event per priority goal area.*

- *How will parents be provided opportunities to give feedback and be included in the implementation of the school advancement plan and its priority areas?*

2024-25: Getting to Know Lake Harbor, Family Learning Night, Grands Bingo Night, Open House, Family Learning Night

2025-26: Getting to Know Lake Harbor, Open House, Family Learning Night, Grands Bingo Night,

2026-27:

- *Identify and describe PFE events (at least 3 per year) and activities to support family engagement.*

**Note – There should be a reflection for each PFE event in the “Reflections” section at the end of this document.*

2024-25: Open House Placemat training and students presenting, Family Fun Nights, STEAM Day, Beautification Day, Ignite Club

2025-26: Family Learning Night was led by students at each station rather than teachers. Teachers were there for support only. Students will also lead Getting to Know Lake Harbor this school year. This is a presentation about Lake Harbor for families new to Lake Harbor as well as new to the district and have not attended a feeder school.

2026-27:

- *How will you communicate information to parents regarding curriculum, assessments, and student progress?*

2024-25: JPAMS, Google Classroom, Teacher Newsletters, School and District Websites, PTA meetings, Admin Weekly Newsletter shared by PTA on social media

2025-26: JPAMS, Google Classroom, Teacher Newsletters, School and District Websites, PTA meetings, Admin Monthly Newsletter shared by PTA on social media

2026-27:

Transitions for Incoming and Outgoing Students

Identify your plans for transitioning incoming and outgoing students in the school community.

2024-25:

- At the end of each school year, the parents are invited to meet the administration. The students are also invited to our school for a visit.
- The MHP and counselors meet with the MHP and counselor from the feeder schools. This information is used to make scheduling decisions.
- The SWEDL meets with the SWEDLs from the feeder schools. This information is used to make scheduling decisions.
- Our entire 6th grade visits their future Junior High prior to the end of the school year.
- SBLC teams meet with each school (incoming and exiting) to coordinate folders and services.
- We host open house in the fall.

2025-26:

- At the end of each school year, the parents are invited to meet the administration during the Getting to Know Lake Harbor presentation. This year current Lighthouse Student Team members will present. The incoming 4th graders from our feeder schools are also invited to our school for a visit.
- The MHP and counselor meet with the MHP and counselor from the feeder schools. This information is used to make scheduling decisions.
- The SWEDL and administration meet with the SWEDLs from the feeder schools. This information is used to make scheduling decisions.
- Our entire 6th grade visits their future Junior High prior to the end of the school year.
- SBLC teams meet with each school (incoming and exiting) to coordinate folders and services.
- We host open house in the fall.

2026-27:

FISCAL PLANNING

Budgets used to support these priority areas

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

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 events 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

REFLECTIONS

****Note - This page should not be posted to your school's website. Prior to posting, please get final approval from Federal Programs department.***

Parent and Family Engagement Reflection:

Complete the information below for EACH parent/family engagement event.

Event Name:

Family Learning Night

Date/Time:

10/29/25

Targeted Priority Area:

Family engagement

Number of Participants:

376

Summary of Parent Feedback/Exit Tickets/Survey:

Year 1 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*
We will include the information in the monthly newsletter and share information during PTA board meetings.
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*

The ILT will review data on programs to see if there was growth.

Year 2 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*

Year 3 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*