

**2017-2018
SCHOOL IMPROVEMENT PLAN**

Little Oak Middle



St. Tammany Parish Public Schools

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

1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
The CRT Assessment Index increased from 94.2 in 2014-2015 to 97.8 in 2015-2016 which was an increase of 3.6 points.	Overall the CRT Assessment Index dropped from 100.3 in 2012-2013 to 93.2 in 2016-2017 which is a decrease of 7.1 points.
5th grade ELA has shown 3 years of growth on assessments, an increase of 6.9 pts since 13-14. 4th grade ELA has shown 2 years of growth on assessments, an increase of 5.0 pts since 14-15. 5th Math has shown significant growth from 15-16 to 16-17, an increase of 6.7 pts.	A potential weakness was a decrease in social studies scores in all grade levels from 2015-12016 to 2016-2017 with a school average of -24.4%. Over the past 5 years, 4th S.S. declined by 21.6 pts, 5th S.S. by 31.7 pts., and 6th S.S. by 21.2 pts.
4th grade ELA is a strength because their scores are consistently 104 or higher.	According to our most recent Assessment index Comparison for SPS Purposes, our 6th grade has shown a decline in both ELA and Math scores. There is an 11.8 point total decrease.
ELA is our potential subject area strength with Reading Vocabulary being the lowest Subclaim.	In Subclaim areas, Reading Vocabulary is a weakness in all grade levels with the lowest percent proficient being 43% (6th grade). In math, the overall weakness is Expressing Mathematical Reasoning at 41% in 6th grade.
Asian/Pacific Islanders have been consistently higher in both ELA and Math.	Limited English Proficient and Students with Disabilities have been our two lowest performing subgroups for the past 3 years.
Our Black subgroup has grown form 59.7% to 66.3% over the past 3 years, a growth of 6.6%. Economically Disadvantaged students have also shown growth form 62.6% to 71.7%, a growth of 9.1%.	Our Hispanic subgroup has not shown growth in ELA over the last 3 years.
In ELA, the Whole School subgroup, Black subgroup, White subgroup, Economically Disadvantaged subgroup, and Students with Disabilities subgroups have shown a declining trend over the past 2 years.	Our Hispanic subgroup achievement gap in ELA has increased steadily over the past 5 years. From year one to year five, there has been a total increase of 29.3% in ELA achievement gap for Hispanics.
Asian/Pacific Islanders and White subgroups in ELA across the grade levels are a potential strength.	Limited English Proficient and Students with Disabilities are a potential weakness.
DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data	

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GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*

1. From Spring 2017 to Spring 2018 each cohort of students in grades 4-6 will increase the overall LEAP CRT scores in the Major Content Subclaim Social Studies by 10% or 7 points.

- 4th from 77.6 to 84.6
- 5th from 60.9 to 67.9
- 6th from 72.7 to 79.7

2. 4th-6th grade students will increase the LEAP 2025 Subclaim of Reading Vocabulary by 10 points overall in each achievement level including Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory by Spring of 2018.

3. From Spring 2017 to Spring 2018 the students in the subgroups Students with Disabilities and Limited English Proficiency for the whole school will increase their Assessment Index Scores on the LEAP 2025 assessment by at least 10 points.

- Students with Disabilities-47.8 to 57.8
- Limited English Proficiency-35.6 to 45.6

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2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <ul style="list-style-type: none"> • Parent Survey gathering information on SIP goals and interventions/implementation of new programs. • Ongoing feedback of SIP on school website including area for parental feedback. • PTA meeting with administration discussing how to best distribute SIP data to all parents. 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Surveys-Online and paper –Fall 2017 and Spring 2018 Survey</p>	<p>Effectiveness Measure: Survey Results</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • PTA Meetings-held the first Thursday of each month, giving input on SIP plan. • Parent Teacher Conferences-review of interventions related to the SIP goals. 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: SIP Binder in Library, Comment Cards</p>	<p>Effectiveness Measure: Attendance Sign-In Sheets Comment Cards</p>

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<ul style="list-style-type: none"> • SAT Meetings-review of interventions related to the SIP goals. • Surveys-gathering parental comments regarding the enhancement of SIP plan. • TAT Meetings-review of interventions related to the SIP goals. • IEP Meetings-goal setting in relation to areas of weakness, effecting the SIP goals. • Open House-SIP made available in the Library with comment cards for parents to leave feedback. 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Robo Calls- Keeping parents informed on administrative and school decisions. • Weekly Teacher Newsletters-Parents are updated weekly about testing schedules, curriculum being taught and school events. • School Wires-Teachers maintain up to date websites • Student Progress Center-JPAMS keeps parents up-to-date on student progress and achievements via Little Oak Middle website. • School Website-upcoming events, and important testing dates are posted for parents. • Weekly Graded Folders-assessments are sent home weekly informing parents on students' achievements and citizenship. • Report Cards- informing parents on student progress/achievement levels. • 4th Grade Meet and Greet- informing and addressing parents on goals for the students in order to ensure peak performance. • Open House- provide parents with an overview of the grade level academic/behavior goals. 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Paper, computers, folders</p>	<p>Effectiveness Measure: Parent survey/comments.</p> <hr/> <p>Effectiveness Results:</p>

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<p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> • In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings. • Open House- 4th grade- August 23, 2017 5th and 6th grades- August 30, 2017 • Parent Ed Meeting- Early Spring 2018 • Testing Preview Meeting regarding LEAP 2025 and ways for parents to provide support at home. 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Attendance, pre and post scores of students on Moby Max and Achieve 3000, exit tickets for parents and students, tracking of student growth using LEAP scale score.</p> <hr/> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> • Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) • Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. • Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. • Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School- 	<p>Goal(s): 3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: School translator</p>	<p>Effectiveness Measure: Attendance, rise in student achievement, decrease in discipline</p> <hr/> <p>Effectiveness Results:</p>

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Wide Announcements over intercom; Special Education meetings; etc.				
Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.				
Parent Family Engagement Activity 1: <ul style="list-style-type: none"> Parent Ed Meeting- Offer the opportunity for parents to learn and understand the types of strategies offered to their student throughout the school day in order to increase student scores and academic parental involvement at home. 	Goal(s): 1-3	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: Teacher volunteers,	Effectiveness Measure: Attendance, increase in LEAP scores, increase in SLT scores Effectiveness Results:
Parent Family Engagement Activity 2: <ul style="list-style-type: none"> Testing Preview Meeting- Educate parents on the testing process. Offer a breakdown of the LEAP 2025 testing sessions, expectations per test, types of items per session, and how to access the practice test. 	Goal(s): 1-3	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed: Teacher volunteers,	Effectiveness Measure: Attendance, increase in LEAP scores,

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> PTA Learning Walks- PTA grants provide students with materials in the classroom to fill achievement gaps. The PTA follows up with learning walks to ensure the materials are being utilized to maximize achievement in the classroom. 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed: Materials provided by PTA mini-grants.</p>	<p>Effectiveness Measure: Increase in student performance and use of materials</p> <hr/> <p>Effectiveness Results:</p>

3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Guaranteed Curriculum – rigor through curriculum for units covered; • Guidebooks- one unit per grade in the second nine weeks; • Achieve 3000- Schoolwide for Social Studies; • Moby Max-School account for all subjects; • Brain Pop- School account for all subjects; • LEAP 360- District-Based assessments ; • EAGLE- Incorporated in math weekly assessments and lessons • GIZMOS-Schoolwide for Math and Science; • PLC meetings per grade/subject- Weekly meetings for ELA/Math; • Read Write Gold for identified students 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Computer Lab access, Blackboard, Various technology licenses.</p>	<p>Effectiveness Measure: Increase in student achievement</p> <hr/> <p>Effectiveness Results:</p>

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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • EAGLE-Eagle problems are on math weekly and unit tests; • LEAP 360- Student results to guide instruction • Guidebook Assessment- 3 common assessments that are state-aligned used to monitor; • Achieve 3000-Used as an assessment to monitor skills/strategies being taught • Unit/Weekly Assessments- monitor strategies being taught through assessments • Pneumonic Device used for rubric to assess writing- TTWLES/RACE/RAP used as teaching tool for ELA/Math/Social Studies 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Computer Lab access, Guidebook materials, Blackboard, Technology licenses</p>	<p>Effectiveness Measure: Results for programs, assessments, observation walk through, student assessments</p> <hr/> <p>Effectiveness Results:</p>
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Students are identified through CBA scores, state assessment scores, diagnostic test scores, and fluency test. • Students are monitored weekly using the various computer intervention programs, such as Reading Coach, SRA, Project Read, Fast Forward, Reflex Math, and Achieve 3000. 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Computer lab access and software programs</p>	<p>Effectiveness Measure: Monitor weekly progress form computer programs, CBA scores, State scores, Diagnostic test scores, fluency scores</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Achieve 3000 for Students with Disabilities – differentiated text based on their Lexile level- SWD have individual license allowing computer access • Fast Forward – ESL/SWD have access to program • Reflex Math- Students use program level based 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Computer lab access and software programs, check in/check out sheets and monitors</p>	<p>Effectiveness Measure: Assessments from Achieve 3000; Percent of goals reached from Check In/Check Out; Progress monitored from computer programs;</p>

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<ul style="list-style-type: none"> • Reading Coach- SWD • Project Read- SWD • SRA-SWD • Check-In/Check Out-Behavior-Based program for students in SAT • SAT/TAT Interventions- meetings as needed with interventions implemented • Read Write Gold- Computer based program (IEP intervention) 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • SLT assessments- monitor progress throughout the year; • SAT meetings- reconvene to try another intervention • Achieve 3000- Monthly progress that will adjust Lexile levels as needed • PLC Meetings- Discuss weekly/monthly assessments to make adjustments to strategies/interventions 	Goal(s): 1-3	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: Computer lab access and software programs	Effectiveness Measure: Diagnostic Scores; Tracking Sheets for Interventions from SAT meetings; Achieve 3000 reports; Achieve 3000 Lexile monitoring monthly; Comparing and discussing weekly/monthly assessments Effectiveness Results:
<p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus 	Goal(s): 1-3	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed:	Effectiveness Measure: LEP Subgroup Data

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<p>on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p>		<input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • ESL Para educator in classrooms • Paras in Inclusion Classrooms-Fourth and Fifth Grade • Special Ed Classes-2 per grade with strategies given • Two RNC classes • Enrichment block for interventions • School Substitutes for PLC Meetings • Summer Institute • Professional Development Opportunities focusing on weak areas 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Computer lab access and software programs</p>	<p>Effectiveness Measure: SWD and LEP Subgroup Data</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • Enrichment Programs built in during the school day-computer, music, theater, physical education, library • Field Trips (1 per grade level) • In-Class Field Trips (on campus learning opportunities) • STEM Club • Robotics Club • 4H Club • Beta Club 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: Attendance, Criteria needed to remain active member;</p> <hr/> <p>Effectiveness Results:</p>

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Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our students experience, two Mental Health Providers (MHP) will work with our students. One MHP is on campus 20 hours per week, and one MHP is on campus 10 hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for conflict resolution and stress they are facing in life. This will allow the students to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: MHP Effectiveness Chart</p> <hr/> <p>Effectiveness Results:</p>
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

<p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> Check In/Check Out Program- Students meet with a designated person to monitor progress; Power of 1 Tickets- individual students earn tickets and are rewarded weekly/monthly; POWER Passes- Classes collect passes and are awarded monthly for passes; Family Fun Night- Qualifying students are allowed to attend once a nine weeks for good behavior; PBiS Ambassadors – students selected to discuss issues for each grade level; Student Behavior Referrals (SBRs)- Used for minor offenses that teacher/parent address to help prevent further incidents; Behavior Classroom setting (MAE)- for students who qualify for interventions In School Suspension Program (ISS)- preventative step before out of school suspension 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Fast passes, items for Friday fun night based on theme</p>	<p>Effectiveness Measure: Monitor behavior charts, Charts for POWS, Monthly report of Fast Passes, JPAMS Discipline Data, Attendance</p> <hr/> <p>Effectiveness Results:</p>
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Strategies for Assisting Students in the Transition from One School to the Next:

<p>Transition Activities for Incoming and Outgoing Students:</p> <ul style="list-style-type: none"> Administration meets with feeder school prior to new school year Administrators visit feeder school during Spring semester Sixth grade students take a visit to Boyet Junior High during the Spring Semester SWD from Honey Island visit Little Oak Middle’s campus during Spring Semester 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: Self-Reflection</p> <hr/> <p>Effectiveness Results:</p>
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High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> Department Meetings weekly for each grade level to map curriculum and create assessments based on the needs of the students. Monthly Grade Level Meetings- discuss ways to meet the needs of struggling learners and develop ways to differentiate the instructional materials. PBiS Monthly Meetings PBiS Ambassador Monthly Meetings Professional Development opportunities are offered at least once per nine weeks-invite curriculum specialist to provide training in math reasoning and vocabulary instruction. Professional Development (1st and 3rd Nine weeks)- the SIP team shared weaknesses in grade level meetings to identify school wide goals in math reasoning and vocabulary. Summer Retreat- department collaboration to enhance instruction in areas of weakness. 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Sign in sheets</p>	<p>Effectiveness Measure: JPAMS Discipline Data, Feedback Forms, PBiS monthly minutes</p> <hr/> <p>Effectiveness Results:</p>
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<ul style="list-style-type: none"> • Learning Walks- observing colleagues who have strengths in either vocabulary or math reasoning instruction. Observers complete a feedback form and reflect on the newly learned skills that they may incorporate in their classroom. • Lead Teacher Collaboration Meetings 				
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • School Improvement Team- analyzing the data to identify areas of weakness and create common goals with specific strategies to improve instruction. • Guidebook Training- prepares teachers for utilizing guidebook in daily instruction. • Gizmos- provides differentiated instruction for math reasoning and enhanced science vocabulary. • Dyslexia Training- to assist in providing teachers with strategies to help struggling students in vocabulary. • Eagle Training- an assessment piece that directly correlates to the preparation for LEAP 2025 • STAR Team- addresses the needs of learners with disabilities and provides teachers with autism awareness training. • Vocabulary Presentation- curriculum specialist to assist teachers in creating strategies to decrease the vocabulary learning gap for all grades. • Achieve 3000 Presentation- Achieve specialist demonstrated how to incorporate direct vocabulary instruction in an Achieve lesson. • ELA Leaders Writing- create common assessments in line with the LEAP 2025. • Assistive Technology Team-meets monthly to discuss student needs 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Computer lab access and software programs Sign in sheets</p>	<p>Effectiveness Measure:</p> <p>Attendance tickets, surveys, exit tickets, implementation and discussion of trainings presented, Achieve 3000 reports</p> <hr/> <p>Effectiveness Results:</p>

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<p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the Fall and Spring. • The Fall and Spring schedules for the district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. • District Human Resources Coordinator serves on various College of Education department committees at local universities. 	<p>Goal(s): 1-3</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<p align="center"><i>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</i></p>				
<p>Career and Technical Education Programs: N/A</p>	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p>

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

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

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

Special Education:

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

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

21st Century Programs:

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

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- SIP Committee will meet in the Fall of 2017 to create survey for parents
- SIP Committee will meet to analyze parent survey results concerning SIP questions
- SIP Committee will meet to prepare for Parent Ed Meeting and then later in the Spring of 2018 meet to discuss the effectiveness with parents of plan that is in place
- SIP committee will use this information at a meeting in the future to plan for SIP for 2018-2019 school year

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

- Each grade level has a copy of the SIP to refer to during PLC meetings; Teachers will refer to this and report any changes they feel need to be made based on the performance of their students.

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, Claims/Subclaims, and subgroups:

- LEAP data is re-rostered for each teacher and analyzed
- SLT data will be analyzed to guide instruction
- Student work samples will be analyzed to guide instruction

Describe how results of this assessment are reported to the school's stakeholders:

- Scores are re-rostered and shared with all stakeholders
- Grade level/subject level results are analyzed and shared with stakeholders
- Writing samples are scored by teachers together