

**2018-2019
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).

3/15/2019

1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
A potential Assessment Index strength is in the Student Growth to Mastery Index with 98.1 points which is 18.6 points higher than the Assessment Index for 2018.	A potential weakness is the Assessment Index with 79.5 points which is lower than the Student Growth to Mastery Index of 98.1 points. However, the Assessment Index has increased 2 points since 2017 from 77.5 points to 79.5 points.
A potential strength within Whole School trends over recent years is the percentage of students being suspended has decreased from 3.8% in 2016 to 2.5% in 2018 with implementation of PBIS policies, classroom management strategies, and increased engagement strategies.	A potential weakness in Whole School trends is the School Performance Score (SPS) showing a decline of 19 points from 103.2 in 2017 to 84.2 in 2018, primarily due to the changes in the accountability formula in 2018.
The 2018 Assessment Index for 4th grade is consistently higher than other grades including all subcategories. (2018 4th Grade Assessment Index Points: ELA 95.3, Math 90.1, Science 81.3, and Social Studies 69.2)	The 2018 Assessment Index overall had a concentration of lower scores in 5th grade Math, Science, Social Studies, and 6th grade ELA. The 2018 5th Grade Assessment Index points were: 5 th Math 73.5, 5 th Science 73.1, and 5 th Social Studies 66.1. The 2018 6th Grade ELA Assessment Index score was 81.0 points.
Across grade levels, the ELA Assessment Index scores have been the highest. In 2018, the ELA Assessment Index scores were: 4th grade 95.3, 5th grade 85.3, and 6th grade 81.0. Additionally, from 2016 to 2018, 4th and 5th grade ELA Assessment Index Points have consistently increased as follows: 4th Grade 89.7 to 95.3, and 5th Grade 81.4 to 85.3.	The Assessment Index had a concentration of lower scores in Social Studies. In 2018, the Social Studies Assessment Index Points were: 4th 69.2, 5th 60.1, and 6th 71.8.
The Asian/Pacific Islanders subgroup consistently has had the highest Assessment Index scores. Their ELA Index Points were: 2016 at 108.3, 2017 at 107.6, and 2018 at 129.5. Their Math Index Points were: 2016 at 99.6, 2017 at 104.7, and 2018 at 110.5.	The English Learners subgroup had the lowest Assessment Index points in 2018 (Index scores for English Learner students were 35.7 points in ELA and 29.7 points in Math). The Students with Disabilities subgroup also showed low index scores in 2018. (2018 Index Points for the Students with Disabilities subgroup were 45.1 in ELA and 37.2 in Math.)

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<p>ELA Assessment Index scores for the Students with Disabilities subgroup and the White subgroup have increased over the past three years. (Students with Disabilities ELA Index Points: 2016 at 38.3, 2017 at 45.0, and 2018 at 45.1) (White ELA Index Points: 2016 at 88.5, 2017 at 90.7, and 2018 at 92.3). The Math Assessment Index Points for the Asian/Pacific Islander subgroup have increased over the past three years. (2016 at 99.9, 2017 at 104.7, and 2018 at 110.5)</p>	<p>Both Math and ELA Assessment Index Points for the Black subgroup have decreased from 2016 to 2018. (Math Points: 2016 at 63.4, 2017 at 61.7, and 2018 at 61.4) (ELA Points: 2016 at 76.9, 2017 at 75.2, and 2018 at 69.5)</p>
<p>The 2018 Assessment Index achievement gap between the Asian/Pacific Islanders and Economically Disadvantaged subgroups is the lowest achievement gap. Economically Disadvantaged subgroup scored 53.5 points below Asian/Pacific Islanders subgroup in ELA and 45.3 points below in math.</p>	<p>All subgroup achievement gaps on the 2018 Assessment Index have increased due to the increased performance of the Asian/Pacific Islanders (129.5 points in ELA, 110.5 points in Math). The largest gap was for the English Learner subgroup in ELA (93.8 point gap) and Math (80.8 point gap).</p>
<p>ELA is a potential subgroup strength across all subgroups with the highest subgroup being Asian/Pacific Islanders with an Assessment Index of 129.5 points in 2018.</p>	<p>Math is a potential subgroup weakness across all subgroups with English Learners being the lowest performing group with a 2018 Math Assessment Index of 35.7 points.</p>
<p>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 Category/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</p>	
<p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. From Spring 2018 to Spring 2019 the percentage of students achieving mastery or above on the LEAP 2025 ELA Assessment in grade 6 will increase by a minimum of 5 percentage points, in grade 5 will increase by a minimum of 2 percentage points, and in grade 4 by 1 percentage point.</p>	
<p>2. From Spring 2018 to Spring 2019 the percentage of students achieving mastery or above in the Additional and Supporting Content category on the LEAP 2025 Math Assessment will increase by a minimum of 5 percentage points within each grade level. (4th grade will increase from 55% to 60% proficient, 5th grade will increase from 44% to 49% proficient, and 6th grade will increase from 49% to 54% proficient.)</p>	
<p>3. From Spring 2018 to Spring 2019 6th grade students in the “English Learner” subgroup will increase the EL Assessment Index on LEAP 2025 Assessment by a minimum of 10 points. ELA will increase from 12.5 to 22.5 points, and math will increase from 10 to 20 points.</p>	

2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • Hold meeting with PTA members • Review data, revise, and improve the school improvement plan draft • November 2018 <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • Meet with PTA members • Discuss LEAP 2025 results in fall 2019 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed: none</p>	<p>Effectiveness Measure: Meeting sign-in sheet</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"> • Monthly PTA meetings • Open communication via email, phone calls, parent conferences, websites 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p>Items Needed:</p>	<p>Effectiveness Measure: PTA minutes Electronic Evidence</p>

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		<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		Effectiveness Results:
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> School website, teacher websites, teacher newsletters, email and phone communication, automated phone messages (“robo-calls”), parent conferences, JPAMS Student Center access, report cards, Special Education and English Learner progress reports, SAT/504/IEP meetings. 	Goal(s): 1, 2, 3	Budgets used to support this activity: <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	Items Needed:	Effectiveness Measure: Robo call log, track website hits, conference logs, progress report dates <hr/> Effectiveness Results:
<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. 	Goal(s):	Budgets used to support this activity: <input checked="" type="checkbox"/> Title I <input 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	Items Needed: Materials in Spanish, access to translator, peer buddies, computer based translation programs	Effectiveness Measure: Conference logs <hr/> Effectiveness Results:

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<ul style="list-style-type: none"> 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-Wide Announcements over intercom; Special Education meetings; etc. 				
<p><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.</i></p> <p><i>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.</i></p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Meet and Greet (August 2018) 	<p>Goal(s): 1, 2, 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 type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: Parent Sign-In Log</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Open Houses (September 2018) 	<p>Goal(s): 1, 2, 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	<p>Items Needed:</p>	<p>Effectiveness Measure: Parent Sign-In Log</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
Parent Family Engagement Activity 3: <ul style="list-style-type: none"> Monthly PTA Meetings 	Goal(s): 1, 2, 3	Budgets used to support this activity: <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	Items Needed:	Effectiveness Measure: Sign-In Logs Meeting Agendas
				Effectiveness Results:
Parent Family Engagement Activity 4: <ul style="list-style-type: none"> Sending home novels with a parent questioning guide over school breaks 	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: -Grade-level specific novels -Rewards for students that bring back completed activities	Effectiveness Measure: Returned student activities
				Effectiveness Results:

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<p>Parent Family Engagement Activity 5:</p> <ul style="list-style-type: none"> • Kids in Charge Showcase (March 2018) <ul style="list-style-type: none"> - An evening event where the students are able to “teach” their families what they have learned. 	<p>Goal(s): 1, 2, 3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed: Popcorn, snacks, games, manipulatives, copies</p>	<p>Effectiveness Measure:</p> <p>-Sign-in sheet</p> <p>-Exit tickets for parents and students</p>
				<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.)*

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
Rigorous, Standards-Based Curriculum: <ul style="list-style-type: none"> • Guaranteed Curriculum – rigor through curriculum for units covered; • Guidebooks ELA Curriculum; • Achieve 3000- Schoolwide for Social Studies; • Moby Max-School account for all subjects; • LEAP 360 State-created and district-created standards aligned assessments; • EAGLE- incorporated in math assessments and lessons • GIZMOS-Schoolwide for Math and Science; • PLC meetings per grade/subject- monthly meetings for ELA/Math teacher groups; • Read & Write Gold for identified students 	Goal(s): 1, 2, 3	Budgets used to support this activity: <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 checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	Items Needed: Computer Lab access, Blackboard, Various technology licenses	Effectiveness Measure: Increase in student achievement
				Effectiveness Results:

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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):</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input checked="" type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Computer Lab access, Guidebook materials, Blackboard, Technology licenses</p>	<p>Effectiveness Measure:</p> <p>Results for programs, assessments, observation walk through, student assessments</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <p>Computer-based interventions, scaffolding, small group instruction, paraprofessional support, priority scheduling, curriculum-based assessments, reading inventories</p>	<p>Goal(s):</p> <p>1, 2, 3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input checked="" type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Computer Lab access, Paraprofessionals, technology licenses, copies</p>	<p>Effectiveness Measure:</p> <p>Special Education teacher communication logs, pre/post tests, classroom assessments standardized assessment results</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</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 EL student to focus on 	<p>Goal(s):</p> <p>1, 2, 3</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p>Items Needed:</p> <p>Computer access, technology licenses, EL Teacher, EL paraprofessional</p>	<p>Effectiveness Measure:</p> <p>Progress reports, progress monitoring, classroom assessments standardized assessment results</p>

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<p>meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p> <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> • Fast ForWord, Project Read, Push in intervention, Newcomers group, Pull out intervention, prioritized/cluster scheduling, peer buddies 		<input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
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Interventions for At-Risk Students

<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 tests, discipline data, teacher observation, unit tests, report card grades, parent concerns. • This is done through administrative data reports, PLC meetings, parent-teacher communication, and TAT. 	<p>Goal(s): 1, 2, 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 checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Computer lab access and software programs & licenses</p>	<p>Effectiveness Measure: Monitor weekly progress from computer programs, CBA scores, State scores, Diagnostic test scores, fluency scores</p> <hr/> <p>Effectiveness Results:</p>
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<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • Individualized Moby Max lessons and differentiated instruction • Tiered PBIS • Check-In/Check Out-Behavior-Based program • SAT/TAT Interventions- meetings as needed with interventions implemented • Read Write Gold- Computer based program for reading/writing support 	<p>Goal(s): 1, 2, 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 checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Computer lab access and software programs, check in/check out sheets and monitors, copies</p>	<p>Effectiveness Measure: Percent of goals reached from Check In/Check Out; Progress data from computer programs</p> <hr/> <p>Effectiveness Results:</p>
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<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 intervention data/review meetings- reconvene to try another intervention • PLC Meetings- Discuss weekly/monthly assessments to make adjustments to strategies/interventions 	<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 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</p>	<p>Effectiveness Measure:</p> <p>Diagnostic Scores; Tracking Sheets for Interventions from SAT meetings; Achieve 3000 reports; Achieve 3000 Lexile monitoring monthly; Comparing and discussing weekly/monthly assessments</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to Students with Disabilities:</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 ForWord – EL/SWD have access to program • Reflex Math- Students use program level based • Project Read- SWD • SRA-SWD • Read Write Gold- Computer based program (IEP intervention) 	<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 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Computer access, digital licenses, paraprofessionals</p>	<p>Effectiveness Measure:</p> <p>Assessment/progress data from computer programs; report cards, standardized test assessments</p> <hr/> <p>Effectiveness Results:</p>

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<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • Fast ForWord • Project Read • EL Teacher & Para: newcomers program, push in and pull out intervention 	<p>Goal(s):</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 checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>Computer access & digital licenses</p>	<p>Effectiveness Measure:</p> <p>Progress monitoring data, report cards, ELPT scores, teacher observation</p> <hr/> <p>Effectiveness Results:</p>
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Support and Extended Learning

<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • EL Certified Teacher and Para educator in classrooms • Paras in Inclusion Classrooms-Fourth, Fifth, & Sixth Grade • Special Ed Classes-2 per grade with strategies given • Two RNC classes and a moderate class with para support • Three gifted classes • School Substitutes for PLC Meetings • Summer Institute attendees and presenters • Professional Development Opportunities focusing on weak areas • Two speech teachers • Two PE teachers • Two music teachers and one band director • Talented music, art, theater, and strings class • Computer Lab Instructor • 6 computer labs • Full time librarian 	<p>Goal(s):</p> <p>1, 2, 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 checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure:</p> <p>PBiS data, school achievement data, parent response, progress reports, report cards</p> <hr/> <p>Effectiveness Results:</p>
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<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • Enrichment Programs built in during the school day-computer, music, theater, physical education, library • On campus learning opportunities and guest speakers • STEM Club, Robotics Club, 4H Club, Beta Club, Kindness Club, Good News Club, Girls on the Run, Jump Rope, Dazzlers Dance Team, Chorus, Yearbook • Aftercare Program • Grade level curriculum based field trips • Essay and poster contests opportunities • Kids In Charge Showcase • Family Fun Night • Project Lead The Way 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p>	<p>Effectiveness Measure: Student participation</p> <hr/> <p>Effectiveness Results:</p>
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Other Strategies and Activities 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 school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Items Needed:</p>	<p>Effectiveness Measure: TOV data, MHP logs, PBIS data</p> <hr/> <p>Effectiveness Results:</p>
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<p>Counseling Services:</p> <ul style="list-style-type: none"> • One full time counselor • Social/Focus groups • Kindness Club • Sex Abuse Prevention Lessons • Red Ribbon Week • Career Day • SAT input/participation • Tier 2 Intervention Support with Check In/Check Out • Kids in Transition 	<p>Goal(s): 1, 2, 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: Counseling logs, PBIS data, JPAMS Discipline Data</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"> • Morning Meetings, Acts of Kindness, Community building • Check In/Check Out Program- Students meet with a designated person to monitor progress; • Golden Acorns- individual students earn tickets and are rewarded weekly/monthly; • Oak Tree Dollars- 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 	<p>Goal(s): 1, 2, 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: Graphic Arts</p>	<p>Effectiveness Measure: PBIS Data, JPAMS Discipline Data</p> <hr/> <p>Effectiveness Results:</p>
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qualify for interventions <ul style="list-style-type: none"> • In School Suspension Program (ISS)- preventative step before out of school suspension • Saturday and After school support • TAT Behavior Interventions 				
Strategies for Assisting Students in the Transition from One School to the Next:				
Transition Activities for Incoming and Outgoing Students: <ul style="list-style-type: none"> • Administration meets with feeder school prior to new school year • Administrators and Sped teachers visit feeder school during Spring semester • Admin and/or Data Manager attend IEPs at elementary feeder school • Sixth grade students visit Boyet Junior High during the Spring Semester • SWD from Honey Island visit Little Oak Middle’s campus during Spring Semester • SWD begin early transition to Boyet • Meet and Greet, two open houses 	Goal(s): 1, 2, 3	Budgets used to support this activity: <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 	Items Needed: Copies	Effectiveness Measure: Parent and student feedback <hr/> Effectiveness Results:

Professional Development

High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • Departmental 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 and PBiS Ambassador 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 share 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. • Learning Walks- observing colleagues who have strengths in math or ELA 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>Goal(s): 1, 2, 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: Curriculum specialists, copies</p>	<p>Effectiveness Measure: JPAMS Discipline Data, Feedback Forms, PBiS monthly minutes, SIP data</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • New Teacher support sessions and mentors • Mentorship program for teachers identified as in need of support based on VAM data and observations • School Improvement Team- analyzing the data to identify areas of weakness and create common goals with specific 	<p>Goal(s): 1, 2, 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: Access to technology, copies</p>	<p>Effectiveness Measure: Sign in sheets, surveys, exit tickets, implementation and discussion of trainings presented, Achieve 3000 reports</p>

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<p>strategies to improve instruction.</p> <ul style="list-style-type: none"> • Using Blackboard to provide resources to teachers based on differing skills & needs • Job embedded continuing support for Guidebook teaching to support teachers utilizing guidebooks in daily instruction. • Gizmos- provides differentiated instruction for math reasoning and enhanced science vocabulary. • School Based Moby Max Training- an assessment piece that directly correlates to the preparation for LEAP 2025 • Behavior Intervention Presentation- curriculum specialist to assist teachers in creating strategies to decrease disruptive behaviors for all grades. • Moodle Presentation- for online assessments • ELA Leaders Writing- create common assessments in line with the LEAP 2025 and integrate writing strategies • Assistive Technology Team-meets monthly to discuss student needs • District/State mandated online professional development • Teacher development/leadership opportunities to attend district PD and redeliver content through grade-level and schoolwide faculty PD • Encouraging participation in Summer Institute • Encouraging participation in SIP & curriculum aligned Teacher Leader Summit sessions 		<ul style="list-style-type: none"> <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input checked="" type="checkbox"/> Bond Money <input type="checkbox"/> Other 		<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 district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses.

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- District Human Resources Coordinator serves on various College of Education department committees at local universities.

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • Annual Career Fair for 6th graders 	<p>Goal(s): 1, 2, 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: Copies</p>	<p>Effectiveness Measure: Student and community feedback, reflection</p> <hr/> <p>Effectiveness Results:</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.*

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

- 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.
- LEAP data is re-rostered by each teacher for LEAP 2025 Summative and analyzed by strand for LEAP 360 Diagnostic & Interim Testing
- PBIS Data will be discussed monthly to guide Morning Meeting lessons/messages
- Student work samples will be analyzed in PLCs to monitor SIP progress and guide instruction

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

- The SIP Committee will review data during the fall
- School programs will be discussed at monthly PTA meetings regarding progress and effectiveness

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

- Scores are re-rostered and shared with all stakeholders through faculty meetings, PTA meetings, and PLC meetings
- School performance scores are reported on the school and state websites
- Grade level/subject level results are analyzed and shared with stakeholders

2018-2019 Committee Members

School Improvement Planning Committee

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

Members Include:

- Principal: Kimberly Vanderklis
- Student: Campbell Irmsher
- TRT/RHT: Jaclyn Bearden (Chairperson)
- Teacher: Jessica Rodriguez
- Teacher: Kim Watkins
- Teacher: Susan Carter
- Parent/Family: Renee Hirsch
- Parent/Family: Amy Wiggins
- Community Member: Jack Hutchison

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- Principal: Kimberly Vanderklis
- Student: Campbell Irmsher
- Teacher: Jessica Rodriguez
- Teacher: Kim Watkins
- Teacher: Susan Carter
- Parent/Family: Renee Hirsch
- Parent/Family: Amy Wiggins
- Parent/Family: Lindsey Minyard
- Community Member: Jake Hunt