

**2020-2021
SCHOOL IMPROVEMENT PLAN**

Little Oak Middle



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
<p>Since 2016, ELA has remained the highest Index Score overall for Little Oak Middle School. The ELA Index Score has remained above 80 index points over the past 4 years in every grade level.</p>	<p>Social Studies has been the lowest overall Index Score from 2017 to 2019 with an average score of 65.3. Although this subject area has seen consistent growth over the 3 year period, the Assessment Index for Social Studies is below all other subject areas.</p>
<p>6th grade showed the highest percentage of growth in ELA and Math. Their largest increase in overall scores happening between the 2018 and 2019 school years. During this time the Assessment Index Trend Data shows 6th grade ELA went from 80.7 to 90.2 index points for a total growth of 9.5 index points. Math scores from 2018 to 2019 went from 75.7 to 82.6 index points, showing a total increase of 6.9 index points.</p>	<p>Although 4th grade math was the highest overall Math Index Score for Little Oak, they are showing a steady decline on the Assessment Index Trends data chart in their scores from 2016 to 2019. According to the Whole School SPS Trend Data, they have decreased by 9.8 points over a 4 year period, decreasing from 93.2 index points in 2016 to 83.4 index points in 2019.</p>
<p>When looking at 6th grade scores, ELA grew 9.5 points on their Index Scores. The subcategories that showed the most substantial growth for 6th grade from 2017-2019 is Vocabulary with a growth of 20% towards Percent Proficient and Informational Text with a 14% increase towards Percent Proficient.</p>	<p>4th grade math had the largest decrease in scores, with scores dropping over 2016-2019. The largest decrease taking place from 2018-2019 in the subcategory Multi-Step Problems with a decrease of 13% towards Percent Proficient. They also had an 8% decrease in Percent Proficient for the subcategory Compare and Solve Problems with Fractions from 2018-2019.</p>
<p>From 2016-2019 ELA has remained a strength across all grade levels 4-6th with scores remaining higher than those of any other subject areas. When looking at the Whole School SPS data ELA is at a score of 80.4 index points or higher on the Assessment Index chart across all grade levels from 2016-2019.</p>	<p>5th grade math is a potential subject area weakness based on their Assessment Index Score, decreasing from 2017-2019 by 7 index points. 5th grade math has shown a consistent decrease from 2017-2019 with 77.4 index points in 2017, 73.6 index points in 2018 and 70.4 index points in 2019.</p>
<p>According to the Sub Group Index Trend Data Analysis, from 2016-2019 Asian/Pacific Islanders have been the strongest subgroup in all subject areas. In 2019 they had 117.7 index points in ELA compared to the whole school score of 86.8 index points for ELA the same year. In the subject area Math they scored 107.3 index points in 2019 while the whole school score was 78.9 index points.</p>	<p>English Language Learners are a potentially weak subgroup according to the 2019 Subgroup Index Trend Data Analysis. Proficiency scores for ELL students are lower than any other subgroup in 3 of the 4 subject areas. Social Studies is the weakest area for this group with a score of 23.8 in comparison to the whole school score of 70.5 index points.</p>
<p>English Language Learners are showing steady gains in ELA scores according to the Subgroup Index Trend Data during 2017-2019. Overall growth during</p>	<p>No groups show two consecutive years of decline in a subject area.</p>

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<p>this time is 26.7 index points overall. This shows an increase from 29.0 index points in 2017, to 55.7 index points in 2019.</p>	
<p>Subgroups showing scores of A/B on the Subgroup SPS data charts are Asian/Pacific Islander, White</p>	<p>LEP, SPED are two subgroups showing the greatest area of weakness according to the Subgroup SPS data charts.</p>
<p>Asian/Pacific Islanders scored 108.2 index points for 2019 Social Studies, which is 37.7 index points higher than the Whole School group in Social Studies for that year.</p>	<p>Learners with Disabilities scores in ELA are substantially lower than the Whole School group, with their 2019 scores being 38.1 points below the Whole School score of 86.8 index 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 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</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 2019 to Spring 2021 the percentage of students achieving Mastery or above on the LEAP 2025 Math Assessment will increase by the following %:</p> <ul style="list-style-type: none"> • 4th - 61% to 66% • 5th - 44% to 61% 	
<p>2. From Spring 2019 to Spring 2021 the percentage of students achieving Mastery or above on the LEAP 2025 Social Studies Assessment will increase by the following %:</p> <ul style="list-style-type: none"> • 4th – 40% to 45% • 5th – 35% to 45% • 6th – 39% to 45% 	
<p>3. From Spring 2019 to Spring 2021 the total index points for Learners with Disabilities will increase by 3 or more index points on the LEAP 2025 ELA and Math assessments.</p> <ul style="list-style-type: none"> • ELA- 48.7 to 51.7 index points • Math- 43.4 to 46.4 index points 	
<p>4. From Spring 2019 to Spring 2021 the total index points for English Language Learners will increase by 3 or more index points on the LEAP 2025 Math and ELA assessments.</p> <ul style="list-style-type: none"> • ELA – 55.7 to 58.7 index points • Math- 42.6 to 45.6 index points 	

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5. From Spring 2019 to Spring 2021 the percentage of students achieving Mastery or above on the LEAP 2025 ELA Assessment will increase by the following %:
- 4th - 63% to 65%
 - 5th - 56% to 61%

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 months that this will take place):</p> <p>Design:</p> <ul style="list-style-type: none"> • Copy of SIP available on school web site • Link for parents to comment on SIP and provide input • Robo call will go out informing parents of the importance of their involvement with this plan <p>Evaluation:</p> <ul style="list-style-type: none"> • Evaluation based on parent comments and input • School based team will meet monthly with PTA to review SIP comments and parent input • A PPT presentation that includes the evaluation results from 2019-2020 will be available to view on the school's website and parents are encouraged to give feedback 	<p>Goal(s): 1-4</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 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • School web page • Digital copy of SIP (for virtual attendance) • Copies for meetings • Paper • Printing Supplies • Printer/Ink • Postage • Binders • Folders • Pencils/Pens • Laptop for presentation • Document camera • Smartboard • Adobe Professional 	<p>Effectiveness Measure: Parent comments from school website</p> <hr/> <p>Effectiveness Results:</p>

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<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"> • After school and/or virtual PTA meetings monthly • PTA/parent involvement in PBIS activities monthly • Parent feedback on the SIP is used to guide in decision in making 	<p>Goal(s): 1-4</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 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • PBIS meeting minutes or agenda • PTA meeting agenda and budget • Paper • Copies • Agendas • Clasp envelopes • Laptop • Document camera • Smartboard 	<p>Effectiveness Measure: Participation-Sign-in</p> <hr/> <p>Effectiveness Results:</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. Describe these meetings and the information that families should expect to obtain at these meetings.</i></p>				
<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"> • Robo calls • Social Media • JPAMS • School website • Teacher newsletters • Parent Homework Helper (math information sheet) • Student access to Google Classroom • Open House meetings will be conducting through Zoom 	<p>Goal(s): 1-4</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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Internet access • School website • Chromebooks • Laptops • Student Agendas • Wipe Boards • Flash Cards • English Language Development Reading Comprehension • Vocabulary Development Photo Cards 	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<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 EL 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>Goal(s):</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 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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> LEP literacy materials for various home languages Translator Copies Paper Ink/printers 	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>
<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>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Teacher Websites include introductory and expectation videos Introduce grade level expectations Grade level assessments 	<p>Goal(s):</p> <p>1-4</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 	<p>Items Needed:</p> <ul style="list-style-type: none"> Smartboards Amplifiers for voice projection Laptop 	<p>Effectiveness Measure:</p> <p>Participation-Sign-in</p>

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<ul style="list-style-type: none"> • Backdrops created for virtual meetings to deliver visual information. 		<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"/> DSS <input type="checkbox"/> Other	<ul style="list-style-type: none"> • Bulletin board paper • Document camera 	<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> • Quarterly Classroom Virtual Meetings • Review upcoming ELA content and standards • Review upcoming Math standards 	<p>Goal(s): 1-4</p>	<p>Budgets used to support this activity:</p> <input checked="" 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"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> • PPT or handout with information regarding curriculum and materials • Printer/Ink • Paper • Copies 	<p>Effectiveness Measure: Participation-Sign-in</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 3:</p> <ul style="list-style-type: none"> • Individual Virtual Parent/Teacher meetings • Teachers will set up virtual meetings with parents of students who are identified as at-risk • Teachers will share things the parents can do at home to help their child • Use flashcards for ZOOM and Google Classroom with parents as visual props 	<p>Goal(s): 1-4</p>	<p>Budgets used to support this activity:</p> <input checked="" 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"/> DSS	<p>Items Needed:</p> <ul style="list-style-type: none"> • Weekly handout to provide parents with Information on standards and concepts for that week • Printer/ink • Paper/copies • Laptops with video capabilities • Adobe Acrobat 	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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		<input type="checkbox"/> Other	<ul style="list-style-type: none"> Flashcards 	
<p>Parent Family Engagement Activity 4:</p> <ul style="list-style-type: none"> Google Classroom step by step directions for parents will be created and uploaded to the school’s website as well as a paper copy will be sent home Access Google Classroom 	<p>Goal(s): 1-4</p>	<p>Budgets used to support this activity:</p> <input checked="" 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"/> DSS <input type="checkbox"/> Other	<p>Items Needed: Computer/internet access</p>	<p>Effectiveness Measure: Parent Survey</p>
				<p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 5:</p> <p>Virtual Meetings will be conducted on a variety of topics including:</p> <ul style="list-style-type: none"> Google Classroom Student Progress Center Assessments Guidebooks (4th-6th grade) Math (4th-6th grade) 	<p>Goal(s): 1-4</p>	<p>Budgets used to support this activity:</p> <input checked="" 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"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> Teacher Presenter Stipends Laptops Document cameras Headsets Amplifiers Printers/ink Paper copies 	<p>Effectiveness Measure: Parent Survey LEAP 2025</p>
				<p>Effectiveness Results:</p>

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Parent Family Engagement Activity 6: <ul style="list-style-type: none"> English Learners At-Home Reading (bilingual books will remain at home for home usage and summer remediation) Books will be provided to students that will help engage parents in reading at home with their child Treasure Bay's "We Both Read Books" will be distributed Parents will be presented with this information and how to use these books at home 	Goal(s):	Budgets used to support this activity: <input checked="" 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"/> DSS <input type="checkbox"/> Other	Items Needed: Stipends for teacher to present and translator Bilingual books	Effectiveness Measure: LEAP 2025
				Effectiveness Results:

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
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<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • 4th & 5th Grade Math - Zearn • 6th Grade Math- Eureka • 4th-6th Grade Math- 5ADay • 4th -6th Grade ELA- Guidebooks • 4th- 6th Grade ELA- R.A.C.E.S. strategy • 4TH -6TH Grade ELA- Paired Text Writings • 4th-6th Grade Social Studies- Guaranteed Curriculum & Louisiana Believes • 4th-6th Grade Social Studies- Data Based Questions and writing responses • Mystery Science is used for students to view Science experiments (4th and 5th grade) • Generation Genius introduces new science concepts and students can complete short assessments to monitor understanding (4th-6th grade) 	<p>Goal(s): 1-4</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 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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Chromebooks • Zearn student/teacher materials • Internet access • Eureka student/teacher materials • Achieve teacher access • Teacher Laptops • Broadcasting System • Microphones/amplifiers • Promethean Boards • Printers • Toner • Document Cameras • HDMI cables for document cameras • Broadcasting System 	<p>Effectiveness Measure: LEAP 2025 scores</p> <hr/> <p>Effectiveness Results:</p>
<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • 4th-6th Grade Math- Zearn/Eureka Mid-Module and End of Module assessments • 4th -6th Grade ELA- Guidebook teacher created assessments, Extension Tasks, Paired Text Writing • 5th -6th Grade Math -Eagle assessments • 4th -6th Grade Math- Guaranteed Curriculum Assessment Bank Questions • 4th-6th Grade Social Studies- Data Based Questions and Writings • 4th – 5th Grade Science Projects • 4th – 5th Broadcasting equipment for sharing student tutorials, celebrating learning, and parent informationals, interactive skill presentations 	<p>Goal(s): 1,3,4</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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Zearn/Eureka Materials • Internet access • Carts for Promethean Boards • Scanners • Adobe Acrobat 2020 <p>Data Based Questions</p> <ul style="list-style-type: none"> - Pens/pencils - Note pads - Color stock - Pencil sharpener - Dry erase markers - Crayons 	<p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p>

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			<ul style="list-style-type: none"> - Sheet protectors - Dry erase boards for students - Colored paper - Headphones with microphone - Clipboards - Magnetic clips - Folders - Posit its - Zip lock bags - White out - Staplers - Sheet Protectors - Binders - Index cards - Clipboards - Plastic dividers - Electric 3 hold punch - Tape - ScanDisk 	
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <ul style="list-style-type: none"> • 4th-6th Grade Math- Zearn/Eureka Mid-Module and End of Module assessments • 4th -6th Grade ELA- Guidebook teacher created assessments, Extension Tasks, Paired Text Writing 	<p>Goal(s):</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>Items Needed:</p>	<p>Effectiveness Measure:</p>

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<ul style="list-style-type: none"> • 5th -6th Grade Math -Eagle assessments • 4th -6th Grade Math- Guaranteed Curriculum Assessment Bank Questions • 4th-6th Grade Social Studies- Data Based Questions and Writings • 4th-6th Grade ELA – Achieve 3000 		<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"/> DSS <input type="checkbox"/> Other		<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 meaning and then engage in the content specific practices in ELA, math, social studies, and science. <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"> • ESL Teacher implements pull-out, standard based instruction in reading comprehension and written expression. • ESL instructional Aid used to push-in to 4th-6th grade classrooms for curriculum support with Tier 1 ELA curriculum. • Certified tutor pushes into core instruction to support English Learners as well as pulls students to work on independent writing skills during independent work 	<p>Goal(s): 4</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 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"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: ELPT-February 2020</p> <hr/> <p>Effectiveness Results:</p>

Interventions for At-Risk Students

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<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Subgroups • Language Proficiency • LEAP 2025 for SAT/TAT • Grades for SAT/TAT 	<p>Goal(s): 1-4</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"/> DSS <input type="checkbox"/> Other 	<p>Items Needed:</p> <p>LEAP2025 Data</p> <p>ELPT Results</p> <p>JPAMS</p>	<p>Effectiveness Measure:</p> <p>LEAP 2025</p> <p>ELPT Spring 2020</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> • MobyMax • Achieve3000 • Reflex Math • Project Read • Tutor • 1 Certified tutors push into core instruction to support at-risk learners as well as pull students to work on skill deficits identified by the teacher 	<p>Goal(s): 1-4</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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Computer based programs • Internet • Chromebooks 	<p>Effectiveness Measure:</p> <p>LEAP 2025</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"> • SAT/TAT • Zearn Reports • Achieve3000 Reports 	<p>Goal(s): 1-4</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"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> • SAT Chairperson • Pupil Appraisal • Online programs teacher access 	<p>Effectiveness Measure: JPAMS Grades</p>
				<p>Effectiveness Results:</p>

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"> • Speech • OT • Gifted ELA/Math • Talented Art, Music, Theater and Strings • KIT • PE • Library • Music • Computer • 5th grade Band/Choir/Music History • Adaptive PE 	<p>Goal(s): 1-4</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 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"/> DSS <input checked="" type="checkbox"/> Other	<p>Items Needed:</p> <ul style="list-style-type: none"> • Classroom space • Instructional Materials 	<p>Effectiveness Measure: Student Survey</p>
				<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"> • Tutoring in Aftercare • BETA • STEM • 4-H • Bookworms-Library club • Yearbook • Prayer Group • Girls on the Run • Dazzlers-cheerleaders • Jump Rope • Kindness Club • Robotics • Goodnews Club • Band/Chorus • Peer to Peer 	<p>Goal(s): 1-4</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 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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Volunteers • Sponsors • T-Shirts • Materials • Classrooms or meeting space 	<p>Effectiveness Measure: Student Survey</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): 1-4</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"/> DSS 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Roster of students • Sensory Room equipment • Outdoor sensory equipment 	<p>Effectiveness Measure: Reflections Disciplinary records</p> <hr/> <p>Effectiveness Results:</p>
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		<input type="checkbox"/> Other		
Counseling Services: <ul style="list-style-type: none"> • Whole class lessons quarterly • Individual and group counseling • 504 Coordinator • KIT Coordinator • Hospitality Leader 	Goal(s): 1-4	Budgets used to support this activity: <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 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"/> DSS <input type="checkbox"/> Other 	Items Needed: <ul style="list-style-type: none"> • Rolling cart with TV for whole class video lesson • Videos • Home health brochures and handouts 	Effectiveness Measure: Counseling Log
				Effectiveness Results:
Implementation of a schoolwide tiered model to prevent and address problem behavior:				
Strategies Used to Prevent and Address Problem Behavior: <ul style="list-style-type: none"> • PBIS-Golden Acorns • Morning Meeting- uses school expectations, Kaagan strategies, and positive motivators daily • Check-In Check-Out • Point Systems 	Goal(s): 1-4	Budgets used to support this activity: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II 	Items Needed: <ul style="list-style-type: none"> • Funding • Posters • Staff • Morning Meeting leaders 	Effectiveness Measure: Reduced Suspension Rate

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<ul style="list-style-type: none"> • Safety Plan • Responsive Classroom • ISS 		<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"/> DSS <input checked="" type="checkbox"/> Other	<ul style="list-style-type: none"> • Check-in Check-out mentors • Poster maker 	<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"> • 4th grade Meet and Greet in August • Open House in August • Class ambassadors to greet in-coming and tour the school • Administrators visit Honey Island • 6th graders visit Boyet 	<p>Goal(s): 1-4</p>	<p>Budgets used to support this activity:</p> <input checked="" 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"/> DSS <input type="checkbox"/> Other	<p>Items Needed:</p>	<p>Effectiveness Measure: Participation sign-in</p> <hr/> <p>Effectiveness Results:</p>
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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"> • TRT support teachers with PLC planning • Once every 3 weeks per grade level (12 weeks) for 2 hours each after school (Title I-4th-5th grade, Title II-6th grade) • Weekly teacher grade level planning 	<p>Goal(s): 1-4</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 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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Agenda • Sign in Sheet • Tier 1 materials • Stipends to teachers for PLCs • Printer • Laptop • Smartboard • Sound system • Rolling cart for smartboard 	<p>Effectiveness Measure: PLC Documentation Attainment of Goals LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • School Support Institute • ELA Content Leader Training • Math Content Leader Training • Intervention Content Leader Training • Professional Development provided curriculum specialist in November and December • Quarterly on campus Professional Development – half day • Online Registration- 2 teachers per grade level (ADD EXACT CONFERENCES) 	<p>Goal(s): 1-4</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 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"/> DSS <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p> <ul style="list-style-type: none"> • Refreshments • Travel 	<p>Effectiveness Measure: LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- 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.
- The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Student Teachers from local universities are placed in schools throughout the district.
- 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.
- A District Representative serves as a speaker on college campuses for different education courses.

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

Career and Technical Education Programs:	Goal(s):	Budgets used to support this activity:	Items Needed:	Effectiveness Measure:
<ul style="list-style-type: none"> • 		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"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> • 	Goal(s):	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed:	Effectiveness Measure:

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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"/> DSS <input type="checkbox"/> Other		Effectiveness Results:
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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, Title III, or DSS funding.

English Learners (EL):

- Identified EL students receive services from EL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, Title III, and DSS 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:

-

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:

-

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

-

2020-2021 Committee Members

<p align="center"><u>School Improvement Planning Committee</u> Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p>	<p align="center"><u>Parent/Family Engagement Committee</u> Responsible for the Implementation of the PFE Activities in the SIP</p>
<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Kimberly Vanderklis • AP: Allison Bolin and Amie Guttuso • Teacher: April Ricks • Teacher: Rachael Erminger • Parent/Family: Renee Hirsch • Parent/Family: Amy Wiggins • Parent/Family: Susie Beasley 	<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Kimberly Vanderklis • Student: Sarah Johnsen • Teacher: Ashley Hoselle • Teacher: Yvette Scairono • Parent/Family: Renee Hirsch • Parent/Family: Amy Wiggins • Parent/Family: Susie Beasley

DISTRICT ASSURANCES

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

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

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

Superintendent Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date