

**2021-2024
SCHOOL ADVANCEMENT PLAN**

Little Oak Middle



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

1. COMPREHENSIVE NEEDS ASSESSMENT

- Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.

STRENGTHS	WEAKNESSES
<p>At the end of the 2020-2021 school year, 4th grade had a potential strength across all subjects. They had the highest Assessment Index in ELA with 97.6, Math has 85.2 points, Science has 77.2 index points, and Social Studies has 68.2 index points.</p>	<p>Sixth grade had a potential weakness in ELA, Social Studies and Science. Performance scores were as follows: sixth grade scored 80.1 Assessment Index points in ELA, 60.2 points in Science and 63.1 points in Social Studies. Social Studies and Science had 102 students in the Approaching Basic/Unsatisfactory range. The average Assessment Index score in Science is 70.1, so 6th grade was nearly 10 points lower than the average score of all three grade levels.</p>
<p>According to the whole school student group performance score, the sub-group, Asian students, are a potential strength with a score of >90 (A) in ELA, Math and Science. The Asian sub-group has been the highest in all subject areas for the last 3 years.</p>	<p>Fifth grade Math scored 61.7 Assessment Index points, which is 12.1 points lower than the average of all grades Assessment Index scores. Fifth grade Math had 47% of students scoring Weak in the sub-strand Modeling & Application.</p>
<p>The Spring 2021 LEAP performance by substrand data for ELA, showed a strength in Written Knowledge and Use of Language Conventions with 69% of students scoring Strong.</p>	<p>All grades, 4-6th, had a potential weakness in Social Studies particularly in the subcategory Civics; which had the highest percentage of students scoring Weak.</p>
	<p>According to LEAP 2025, on the K-8 Assessment Index: ELA- 24% scored Weak in Reading Literary Text, Math -39% scored Weak in Solve Fraction Problems,</p>

Little Oak Middle 2021-2024

	Social Studies -42% scored Weak in Civics, Science -30% scoring Weak in both Reason Scientifically and Evaluate.
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2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
 - *Pre-K through 8th grade schools must have one ELA goal, one Math goal, and one additional academic goal*
 - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

Goal #1 Math

From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Mastery or Above on the LEAP 2025 in the reporting category of Modeling and Application increase by 2% points each year as follows:

GRADE	2021 Score	2022 Score	2023 Score	2024 Score
5th	61.7	63.7	65.7	67.7

Instructional Focus:

- 2021-2022 Solve real-world problems engaging in the modeling practice

Resources needed:

Eureka
iReady
Zearn

Team Reflection:

Parent and Family Engagement Activity:

- Curriculum Based Parental Support Letters to support at-home learning.
- IAP with focus on math interventions within the classroom.

Resources needed:
Informational letters
from the curriculum

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Professional Development:

- Building Conceptual Understanding and Fluency to Support Applications
- Support provided by Instructional Coach

Resources needed:
Eureka fluency
Ready My Path

Feedback from Teachers:

Little Oak Middle 2021-2024

<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● PLC will focus on planning for assessment review of Type III tasks, student work analysis, identification of standards with the intended component of Rigor as Application. ● Instructional Coach-Model lessons focused on supporting representations of solving problem/tasks 	<p>PLC Agenda Student data analysis samples Instructional Coaches</p>	
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Budgets used to support this activity:

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

Monitoring and Evaluating

<p>Assessments:</p> <ul style="list-style-type: none"> ● LEAP 360 Interim data to track Type III responses ● Assessment items identified as Modeling and Application Mid- and End-of Module Assessment Tasks ● EOY: LEAP 2025 	<p>Observations:</p> <ul style="list-style-type: none"> ● One administrator/instructional coach will visit every 4th-6th Math classroom once a month to conduct a snapshot using the math look-fors
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Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

Goal #2 ELA

From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Mastery or Above on the LEAP 2025 in the subcategory of Reading Literary Text for each cohort of students will increase by 2 percentage points each year as follows:

GRADE	2021 Score	2022 Score	2023 Score	2024 Score
4th	79%	81%	83%	85%
5th	76%	78%	80%	82%

Little Oak Middle 2021-2024

6th	71%	73%	75%	77%						
Instructional Focus: <ul style="list-style-type: none"> ● Citing Textual Evidence: Close Reading, Text Dependent Questions ● Fluency: Accuracy, Rate, Expression, Comprehension 					Resources needed: GB novels GB workbooks GB fluency			<u>Team Reflection:</u>		
Parent and Family Engagement Activity: <ul style="list-style-type: none"> ● Send fluency passages for home practice ● Encourage parents to ask questions about what their child is reading: <ul style="list-style-type: none"> ○ What word best describes the character in the story? ○ Why do you think that? ○ What in the story makes you think that? 					Resources needed: Achieve 3000 Gb fluency passages PD			<u>Number of Participants:</u> <u>Summary of Parent Feedback/Exit Tickets/Survey:</u>		
Professional Development: <ul style="list-style-type: none"> ● ELA Content Leader Module 3: Close Reading to Build Understanding <ul style="list-style-type: none"> ○ Session 1: Qualitative (Text) Analysis as a Critical Part of the Planning Process ○ Session 3: Text Dependent Questions and Text Based Responses ● ELA Content Leader Module 1: Unpacking the Guidebooks <ul style="list-style-type: none"> ○ Session 4: Fluency as a Foundation ● ELA Content LEader Module 4: Supporting All Students <ul style="list-style-type: none"> ○ Session 4: Use the Supports Flow Chart to Address Fluency, Vocabulary, and Knowledge 					Resources needed: Curriculum specialist access to guarantee curriculum GB materials District led PD Instructional coaches			<u>Feedback from Teachers:</u>		

Little Oak Middle 2021-2024

<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Planning GB lessons to support students in reading and comprehending complex text ● Fluency strategies and planning how to incorporate them into GB lessons or as ezra support. 	<p>evidence sentence starters GB teacher notes Annotation Graphic organizers fluency passages fluency strategies</p>	

Budgets used to support this activity:

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

Monitoring and Evaluating	
<p>Assessments:</p> <ul style="list-style-type: none"> ● EOY: LEAP 2025 ● Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim ● Track fluency progress 	<p>Observations:</p> <ul style="list-style-type: none"> ● An admin team member will observe classrooms to conduct a snapshot and utilize a rubric to provide feedback.

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

Goal #3 Social Studies
 From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Mastery or Above on the LEAP 2025 in Social Studies will increase by 2% points each year as follows:

Little Oak Middle 2021-2024

GRADE	2021 Scores	2022 Scores	2023 Scores	2024 Scores
4th	68.2	70.2	72.2	74.2
5th	66.0	68.0	70.0	72.0
6th	63.1	65.1	67.1	69.1

<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Inquiry based instruction ● Students developing and supporting claims through writing and speaking 	<p>Resources needed: Access to Guaranteed Curriculum Google Classroom</p>	<p><u>Team Reflection:</u></p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Understanding the shifts in social studies instruction 	<p>Resources needed: Teacher Newsletter and Google Classroom</p>	<p><u>Number of Participants:</u> <u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● The “Why”: Shifts in social studies instruction to inquiry based learning. ● Pedagogy: <ul style="list-style-type: none"> ○ Deep Dive into specific unit Social Studies Instructional Pathway and unit compelling questions ○ Planning for Inquiry-based instruction ○ Embedding scaffolds that support reading, writing, and speaking about complex text; creating anchor chart & student work displays to support student achievement 	<p>Resources needed: PD led by curriculum specialist and instructional coaches, snap-shot data, social studies grade level meetings</p>	<p><u>Feedback from Teachers:</u></p>

Little Oak Middle 2021-2024

<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● PLCs will focus on planning for the use of inquiry-based instruction and claim development ● Curriculum Specialist ● Instructional Coaches-Model lessons 		
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Budgets used to support this activity:

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

<p>Monitoring and Evaluating</p>	
<p>Assessments:</p> <ul style="list-style-type: none"> ● EOY: LEAP 2025 ● Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim 	<p>Observations:</p> <ul style="list-style-type: none"> ● One administrator/instructional coach will visit every 4th-6th social studies classroom once a month to conduct a snapshot using “look-fors”
<p>Middle of the Year Monitoring Results/Areas for improvement:</p>	
<p>End of the Year Results:</p>	

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners*

DISCIPLINE

- *Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of- school suspension rate is more than two times the national average for the past three years*
- *Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12*

Little Oak Middle 2021-2024

Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 1 point each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
9.59	8.59	7.59	6.59

Tier 1 (School wide):

- PBIS

Supportive counseling not occurring on a regular basis

Classroom guidance lessons

Tier 2 (Targeted Prevention):

- Behavior Contracts
- Mental Health Counseling Services Individual and Group
- Small group counseling groups
- Check In/Check Out

Tier 3 (Intensive Individual):

- FBA and Bip
- Safety Plan
- CSoc(Coordinated System of Care wrap-around referral)
- FINS(Families in need of services referral)

Resources needed:

PBiS team

District provided Behavior Interventionist

CICO with mentors

Team Reflection:

Parent and Family Engagement Activity:

- monthly newsletter from counselor to share parenting strategies

Resources needed:

newsletter

counselor notes to home

Participation Outcome:

Parent Feedback/Exit Tickets/Survey:

Feedback from Teachers:

Little Oak Middle 2021-2024

Professional Development: <ul style="list-style-type: none"> Classroom management plans 							Resources needed: schedule time to plan and develop and collaborate- set times to conduct data reviews								
Follow Up and Support: <ul style="list-style-type: none"> Classroom observations-proactive classroom management plans coaching 															
Budgets used to support this activity:															
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	
X	X	X		X											
Data used to Monitor and Evaluate Goal: Discipline data will be reviewed every nine weeks to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, identify groups that are receiving more referrals than others <ul style="list-style-type: none"> 															
Middle of the Year Monitoring Results/Areas for Improvement:															
End of the Year Results:															

STUDENTS WITH EXCEPTIONALITIES <ul style="list-style-type: none"> <i>Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. (UDL Strategies - Goalbook Toolkit (goalbookapp.com))</i> 														
Goal #2 (SWE): From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by 1 point each year as follows:														
2020-2021	2021-2022	2022-2023	2023-2024											
SPS	SPS	SPS	SPS											
38.25	39.25	40.25	41,25											
Describe policies and practices to identify disabilities early and accurately: <ul style="list-style-type: none"> TAT and SAT process, LEAP Scores 										Team Reflection:				
Describe structures to increase collaboration amongst general and special education teachers: students are with their non-disabled peers as often as possible; SWE are scheduled in both academic and non-academic coursework as often as possible.										Team Reflection:				

Little Oak Middle 2021-2024

<p>Supports and Strategies in Tier 1 (Core Instruction):</p> <ul style="list-style-type: none"> ● Guidebooks, Writing Revolution, Achieve 3000, Eureka Math, Eureka Equip, Reflex math, gizmos, Ready and iReady 	<p>Resources needed: Guidebooks, Writing Revolution, Achieve 3000, Eureka Math, Eureka Equip, Reflex math, gizmos, Ready and iReady</p>	<p><u>Team Reflection:</u></p>
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● Fast Forward, Guidebook Support, Achieve 3000, Zearn (small group), Reflex Math, Ready Math 		
<p>Supports and Strategies in Tier 3 (Intensive Individual): Project Read, Achieve 3000, SRA for IEP only, Eureka Equip, Zearn small group, Reflex math, iReady</p>		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Family information fliers on interventions provided 	<p>Resources needed: communication letter</p>	<p><u>Participation Outcome:</u></p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● ELA Content Leader, Math Content Leader, using the Writing Rubric, Unit planning for Guidebooks, Writing evolution overview to focus on specific strategies, Project Read, Zearn, Gizmos, Eureka math/Equip, Ready/iReady, Reflex math, fluency, Achieve 3000, Discovery Education, accountable talk, FBA/BIP training 	<p>Resources needed: Instructional coaches content specialist</p>	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support: Leadership team (administrators, content leaders, instructional coaches, curriculum specialists)</p> <ul style="list-style-type: none"> ● ELA and Math content leader Module support and Training ● Model Lessons-Instructional Strategies, pedagogy and scaffolding 		

Little Oak Middle 2021-2024

<ul style="list-style-type: none"> ● Purposeful planning for student tracking toward progress of identified standards and/or IEP goals ● Analyzing assessments, feedback and next steps ● Walk Through and Look fors 		
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Budgets used to support this activity:

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

Data used to Evaluate Goal: referral data for 2021-2022

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

ENGLISH LEARNERS

- Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.
- Consider verbally interpreting: 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, meetings; etc.

Goal #3 (English Learners):

From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)

Supports and Strategies in Tier 1 (Core Instruction): The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards.

- **Grades K - 6:** full English language immersion with push-in support. Programs include:
 - Language Power (utilized in grades 5 - 12), Achieve 3000, Newcomers, Rosetta Stone

Resources needed:

ESL tutors
ESL Specialists

Team Reflection:

Little Oak Middle 2021-2024

<p>Tier 2 (Targeted Prevention): Programs include: ○ Fast ForWord/Reading Assistant ○ IRLA (supplement to core classroom instruction) ○ Achieve 3000</p>		
<p>Supports and Strategies in Tier 3 (Intensive Individual): If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation. Programs include: Project Read, IRLA (supplement to core classroom instruction)</p>		
<p>Parent and Family Engagement Activity: Intentional efforts to welcome EL families into the schools, i.e.: EL Parent Newsletters, Additional bilingual reading resources to supplement learning at home</p>	<p>Resources needed: reading resources</p>	<p><u>Participation Outcome:</u> <u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Identification of ELs and language proficiency levels Differentiating instruction ● Modifying curriculum to be more accessible to EL students ● Understanding and using LEP accommodations effectively ● SBLC considerations for English language learners (environmental, language and culture) 	<p>Resources needed: EL Outreach documents for families, i.e., Provide school information in parents' native language, Robocalls, and Summer Learning Brochure</p>	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support: EL Team (Elena Dieck and Lynn Upchurch, EL teachers and EL instructional aides on campus, Math and ELA district coaches)</p>		

Little Oak Middle 2021-2024

Whole classroom observations Small group observations (based on previous ELPT achievement scores) EL Team (Elena Dieck and Lynn Upchurch) Presentation/ Q & A during PLCs ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom														
Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X	X		X	X									
Data used to Evaluate Goal: • ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana, ELPT - administered every February, LEAP/ LEAP Connect														
Middle of the Year Monitoring Results/Areas for Improvement:														
End of the Year Results:														

4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan 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 students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and 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 the federal 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.*

Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:

- ESI Monthly Newsletter, bi-lingual robo calls, ELPT Growth report, and EL Classroom Differentiation Plan for Growth.

Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:

- Individual meetings regarding the Classroom Differentiation Plan for Growth, EL Newsletter, Parent Teacher Conferences

Resources Needed to Support Parent and Family Engagement:

- EL Classroom Differentiation Plan for Growth, Monthly newsletter created by EL teacher and paraprofessional

Budgets used to support this activity:

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

Team Reflection:

5. INTERVENTIONS FOR AT-RISK STUDENTS

Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:

- Lexile level testing with Achieve 3000, IEPs, SBLC meetings, teacher recommendations, Fluency tests, LEAP test scores, iReady diagnostic, Eureka assessments

Describe how the school ensures that interventions do not replace core instruction:

- Interventions are push-in and pull-out only outside core curriculum instruction, after school, and during intervention block (for acceleration, as well)

Interventions/programs available for students in need (include grade levels and skills addressed):

- Achieve 3000 for comprehension vocabulary and fluency, iReady for math myPath, SRA (as per IEP), PCI (moderate, RNC) Language Power for EL, Eureka Equip, Reflex Math, Gizmos.

Describe the process for ensuring progress monitoring is carried out and results are monitored:

- Data collection during PLC, SLT Interim testing, grades from classroom teachers (interim)

Budgets used to support this activity:

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

Resources Needed to Support Interventions: Title II Paraprofessionals, Certified Tutors, Instructional Coaches

Middle of the Year Monitoring Results:

End of the Year Results:

6. SUPPORT AND EXTENDED LEARNING

<p>Support and extended learning opportunities within the school day (field trips, art, music, etc.)</p> <ul style="list-style-type: none"> Field trips when allowable (COVID Restrictions), Virtual Field Trips, Music Class twice per week, art lessons weekly, Band and Chorus 	<p>Resources needed: Band director, music teachers, interactive boards, Discovery Education Field Trips</p>																														
<p>Extended learning opportunities beyond the school day and school year (e.g. 21st century, before or after school tutoring, credit recovery, etc.):</p> <ul style="list-style-type: none"> after school tutoring, interventions at home programs, push in tutors 	<p>Resources needed:Title I funding, certificated tutors, STPPS curriculum approved programs.</p>																														
<p>Budgets used to support this activity:</p> <table border="1"> <thead> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	X	X	X		X	X									
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other																	
X	X	X		X	X																										
<p>List programs that need to be evaluated and what data will be used to monitor and evaluate:</p> <ul style="list-style-type: none"> Exit tickets, report cards, teacher data, LEAP data 																															
<p>Middle of the Year Monitoring Results/Areas for Improvement:</p>																															
<p>End of the Year Results:</p>																															

7. COUNSELING SERVICES

A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. 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>Services Provided by Mental Health Provider(s):</p> <ul style="list-style-type: none"> Group counseling meetings 	<p>Resources needed: PBIS rewards</p>
<p>Services Provided by Counselor(s):</p> <ul style="list-style-type: none"> Sex abuse prevention video and discussion, individual and group counseling 	<p>Resources needed: video and counselor</p>

Little Oak Middle 2021-2024

Budgets used to support this activity:

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

Team Reflection:

8. TRANSITION ACTIVITIES

Describe school-wide transition activities including those for Students with Exceptionalities, such as:

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

Transition Activities for Students:

- meet and greet
- open house
- tour of feeder school
- administrators collaborate
- SBLC team meets with feeder schools

Resources needed:
teacher

Parent and Family Engagement Activity

- **meet and greet**

Resources needed:

Participation Results:

Feedback from Parents/Families:

Budgets used to support this activity:

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

9. PROFESSIONAL LEARNING COMMUNITIES

PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:

- *analyze student data to plan for individual lessons with embedded supports to address unfinished learning and*
- *plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.*

Describe the structure/make-up of your PLC groups:

- Agenda provided each meeting
- Teachers develop a plan for weekly lessons
- New programs or interventions are introduced
- teachers collaborate to discuss current data

Resources needed:

Describe the format of your PLC groups (When? How often? How long?):

- Every other week for an hour

Budgets used to support this activity:

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

Middle of the Year Reflection/Areas for Improvement:

End of the Year Feedback from Teachers:

Areas for Improvement:

10. OTHER PROFESSIONAL DEVELOPMENT

High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction

Other Professional Development:

- Achieve 3000, GB Fluency, Writing Revolution, Ready, iReady

Resources needed: digital subscriptions, instructional coaches

Describe how the Instructional Coach will support your school (if applicable):

- PLC and Professional Development, modeling

Budgets used to support this activity:

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

Middle of the Year Reflection/Areas of Improvement:

End of the Year Feedback from Teachers:

Possible PD needs for next school year:

11. SCHOOL ADVANCEMENT PLANNING

Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):

- Power-Point will be available to parents, SAP document accessible on Little Oak website, hard copy available to parent in the PLC room with a comments page in the front of the SAP binder.

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

- School results will be included in the SAP PowerPoint

Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:

- SAP committee will meet quarterly

2021-2024 Committee Members

<p style="text-align: center;"><u>School-wide Planning Committee</u> Responsible for developing, monitoring, revising, and evaluating</p> <p>Members Include:</p> <ul style="list-style-type: none"> ● Administrator: Kim Vanderklis, Amie Guttuso, Allison Bolin ● Teacher: Rachel Erminger ● TRT: Laura King ● ESL: Cherie Legendre ● Parent/Family: Jessica Rodriguez ● Parent/Family: Sandy Pope ● Instructional Coaches: Rebecca Cambre, Jill Dupuy ● Community Member: Rene Hirsch 	<p style="text-align: center;"><u>Parent/Family Engagement Committee</u> Responsible for the implementation of the PFE activities</p> <p>Members Include:</p> <ul style="list-style-type: none"> ● Administrator: Kim Vanderklis, Amie Guttuso, Allison Bolin ● Teacher: Rachael Erminger ● Teacher: Cherie Legendre ● Teacher: Ashley Hoselle ● Parent/Family: Sandy Pope ● Parent/Family: Rene Hirsch

DISTRICT ASSURANCES

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

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

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement 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 school-wide action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date