

**2021-2024 (2/17/22KV)
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 LEAP 2025 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. LEAP 2025 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 on LEAP 2025. 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 (Approaching Basic or Unsatisfactory) in the sub-strand Modeling & Application.</p>
<p>The Spring 2021 LEAP performance by sub strand 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 (33% average) of students scoring Weak (Approaching Basic or Unsatisfactory).</p>
	<p>According to LEAP 2025, on the K-8 Assessment Index: ELA: 24% scored Weak (Approaching Basic or Unsatisfactory) in Reading Literary Text, Math: 39% scored Weak (Approaching Basic or Unsatisfactory) in Solve Fraction Problems, Social Studies: 42% scored Weak (Approaching Basic or</p>

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	Unsatisfactory) in Civics, Science: 30% scoring Weak (Approaching Basic or Unsatisfactory) 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 5th grade 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 Goal	2023 Goal	2024 Goal
5th	27%	29%	31%	33%

Instructional Focus:

- Solve real-world problems engaging in the modeling practice
- Science – Microscopes Students will use these microscopes while learning Louisiana Science Standards 6-MS-LS2-2: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems and 6-MS-LS2-3:

Resources needed:

Eureka
iReady
Zearn
Classroom materials:
Paper, pencil sharpeners,
pencils, notes books
Dry erase boards,
Headphones, Privacy
Boards for testing, Desk
top computers, Monitor,
laptop, adobe, office 2021
Surface Pro, Sensory
items for RNC, staplers,
Clipboards, Glue sticks,
Scissors, Folders,
Cardstock, Hot Glue Guns,
Laminating sheets,
Crayons, Dry Erase
Markers

Team Reflection:

Students have used the new microscopes to engage in hands-on scientific discovery to better meet the attainment of the science standard. Our students have experienced lessons that incorporated scientific method and discovery into their math lessons with Eureka and Zearn.

During at least three PLC meetings students work samples using modeling have been compared and contrasted looking for new methods and/or strategies to help students use models most efficiently.

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<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Curriculum Based Parental Support Letters to support at-home learning. ● IAP with focus on math interventions within the classroom. ● Video Tutorials created by teachers to teach parents how to use models to solve math problems/ curriculum-based videos shared through Google classroom <p>2022-2023</p> <ul style="list-style-type: none"> ● Quarterly Parent-tutorial: supporting students with technology (JPAMs, Google Classroom, online math programs: iReady, Zearn) ● “Daytime Technology Tutorial” via zoom; In-person tech. tutorial on campus after school hours ● Mid-Year (2nd or 3rd Nine Weeks) Gallery Walk: student work is shared and explained to demonstrate how curriculum is developing through grade-levels 	<p>Resources needed:</p> <p>Informational letters from the curriculum</p> <p>Teacher Stipends</p> <p>2022-2023:</p> <p>teacher-created flyers for parents unable to come</p> <p>document cameras</p> <p>project boards for Gallery Night</p>	<p>Number of Participants: 37</p> <p>Summary of Parent Feedback/Exit Tickets/Survey:</p> <p>Our parents feel that we have up-to-date computers and technology and that our students know the expectations of learning. They also feel that the work is challenging to our students. However, they do not feel that all student needs are being met through individualized instruction. They would also like more opportunity to be involved at school. We feel that the COVID restrictions prevented us from welcoming our parents on campus.</p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Building Conceptual Understanding and Fluency to Support Applications ● Support provided by Instructional Coach 	<p>Resources needed:</p> <p>Eureka fluency</p> <p>Ready My Path</p>	<p>Feedback from Teachers: According to our staff survey, our positive feedback was higher than average, the average being 4.2 and Little Oak’s being 4.51. The highest score was in purpose and direction and then governance and leadership. Next highest was teaching and assessing for learning and then resources and support systems. Our teachers also felt that we are using data results to support continuous learning. Our lowest score was that they felt school leaders did not hold themselves accountable for student learning. They also felt that not all teachers personalize instructional strategies and interventions to address individual learning needs. They feel we need a more formal process to support new teachers.</p>
<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 Coaches/ interventionist-Model lessons focused on supporting representations of solving problem/tasks 	<p>PLC Agenda</p> <p>Student data analysis samples</p> <p>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

Assessments:

- 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

Observations:

- One administrator/instructional coach will visit every 4th-6th Math classroom once a month to conduct a snapshot using the math look-fors

Middle of the Year Monitoring Results/Areas for improvement: By adding tutoring options for students who show gaps in learning, we are seeing academic improvements. Also by incorporating Modeling and Application into other subject areas in addition to math, students are developing a greater understanding and are able to apply learning across other areas of learning.

End of the Year Results: Based on the iReady End-of-Year Diagnostic Growth Report, 86% of our 6th grade students have met their targets by reaching Tier 1 placement. This is a growth of 20%, yielding an Exceptional Attainment of Target.

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 Goal	2023 Goal	2024 Goal
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4th	64%	66%	68%	70%		
5th	50%	52%	54%	56%		
6th	41%	43%	45%	47%		
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 Building classroom libraries: high-interest books, magazines, vocabulary development laminating film; lamintor	Team Reflection: At least 76% of our students have improved their lexile reading level though the use of Achieve 3000. Reading fluency has also shown great improvement.
Parent and Family Engagement Activity: <ul style="list-style-type: none"> ● Bi-Weekly: Send fluency passages for home practice ● 4 times/ 9 Weeks: Video tutorials created by teachers to 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? 2022-2023 <ul style="list-style-type: none"> ● Quarterly Parent-tutorial: supporting students with technology (JPAMs, Google Classroom, online programs: Achieve, Guidebooks) ● “Daytime Technology Tutorial” via zoom; In-person tech. tutorial on campus after school hours 					Resources needed: Achieve 3000 Gb fluency passages PD Stipends to teachers colored paper/ cardstock colored printers ink	Number of Participants: 37 Summary of Parent Feedback/Exit Tickets/Survey: Our parents feel that we have up-to-date computers and technology and that our students know the expectations of learning. They also feel that the work is challenging to our students. However, they do not feel that all student needs are being met through individualized instruction. They would also like more opportunity to be involved at school. We feel that the COVID restrictions prevented us from welcoming our parents on campus.

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<ul style="list-style-type: none"> ● Mid-Year (2nd or 3rd Nine Weeks) Gallery Walk: student work is shared and explained to demonstrate how curriculum is developing through grade-levels 														
<p>Professional Development:</p> <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 	<p>Resources needed:</p> <p>Curriculum specialist access to guarantee curriculum GB materials District led PD Instructional coaches</p>	<p>Feedback from Teachers: According to our staff survey, our positive feedback was higher than average, the average being 4.2 and Little Oak’s being 4.51. The highest score was in purpose and direction and then governance and leadership. Next highest was teaching and assessing for learning and then resources and support systems. Our teachers also felt that we are using data results to support continuous learning. Our lowest score was that they felt school leaders did not hold themselves accountable for student learning. They also felt that not all teachers personalize instructional strategies and interventions to address individual learning needs. They feel we need a more formal process to support new teachers.</p>												
<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 extra support. 	<p>evidence sentence starters GB teacher notes Annotation Graphic organizers fluency passages fluency strategies</p>													
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
X	X	X		X	X									

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Monitoring and Evaluating

Assessments:

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim
- Track fluency progress

Observations:

- 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: Schoolwide implementation of Achieve has been a huge success.

End of the Year Results: After taking the Post-Lexile Level Set Test, results show that 771 students out of 898 grew their Lexile level. This is an average of 85.8%, which equates to Exceptional Attainment of Target.

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:

GRADE	2021 Scores	2022 Goal	2023 Goal	2024 Goal
4th	40	42	44	46
5th	37	39	41	43
6th	32	34	36	38

Instructional Focus:

- Inquiry based instruction
- Students developing and supporting claims through writing and speaking

Resources needed:

Access to Guaranteed Curriculum
Google Classroom
Achieve

Team Reflection: we feel the additional focus we have placed on the social studies curriculum as goal 3 has helped to ensure our students' score and attainment will increase. Adding Achieve to our daily lesson plans has shown positive results.

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<p>2022-2023</p> <ul style="list-style-type: none"> • Increase Social Studies project opportunities to create a stronger awareness of impact of the events during specific time periods (reenactments, etc.) • Facilitate more hands-on and visual interactions with social studies content (guest speakers, cement maps) 	<p>Guest speakers large maps on cement (Louisiana, US, World)</p>	
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> • Understanding the shifts in social studies instruction • Video tutorials to model how to use Achieve 3000 in Social Studies <p>2022-2023</p> <ul style="list-style-type: none"> • Quarterly Parent-tutorial: supporting students with technology (JPAMs, Google Classroom, online programs: shifts in SS instruction, Social Studies Achieve 3000, connections between ELA and SS) • “Daytime Technology Tutorial” via zoom; In-person tech. tutorial on campus after school hours • Mid-Year (2nd or 3rd Nine Weeks) Gallery Walk: student work is shared and explained to demonstrate how curriculum is developing through grade-levels (reenactments) 	<p>Resources needed: Teacher Newsletter and Google Classroom Teacher Stipends</p>	<p><u>Number of Participants:</u></p> <p><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 	<p>Resources needed: PD led by curriculum specialist and instructional coaches, snap-shot data, social studies grade level meetings</p> <p>Substitute pay for collaborative planning</p>	<p><u>Feedback from Teachers:</u> having access to the social studies curriculum specialists has been extremely beneficial and we feel will lead to better scores overall. Also integrating the social studies curriculum with the Guidebook lessons, whenever possible, has helped during team planning. Adding positive incentives for competition to encourage higher Achieve scores</p>

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<ul style="list-style-type: none"> ○ Embedding scaffolds that support reading, writing, and speaking about complex text; creating anchor chart & student work displays to support student achievement 	<p>and higher accuracy and achievement rate has benefited our students across campus.</p>
<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 to meet during PLCs, as needed ● Instructional Coaches-Model lessons, as needed 	

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

Assessments:

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim

Observations:

- One administrator/instructional coach will visit every 4th-6th social studies classroom once a month to conduct a snapshot using “look-fors”

Middle of the Year Monitoring Results/Areas for improvement: By having the social studies curriculum specialists join our PLC groups on several occasions, we believe our lesson planning has improved thus improving instruction.

End of the Year Results: After taking the Post-Lexile Level Set Test, results show that 771 students out of 898 grew their Lexile level. This is an average of 85.8%, which equates to Exceptional Attainment of Target.

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*

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- **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

Goal #1 (Discipline):

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

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

Tier 1 (School wide):

- PBIS
- Supportive and Proactive counseling
- Classroom guidance lessons
- Staggered scheduling of MHP and Counselor to support students throughout the day

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:

We feel that due to COVID quarantining, many students are dealing with mental health issues and a lack of social skills. We believe that our number of discipline referrals is not where we need them at this time.

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Parent and Family Engagement Activity: <ul style="list-style-type: none"> • monthly newsletter from counselor to share parenting strategies • Monthly Morning Meetings w/ Counselor: parents are invited to breakfast to discuss parenting strategies 		Resources needed: newsletter counselor notes to home		Participation Outcome: Parent Feedback/Exit Tickets/Survey:										
Professional Development: <ul style="list-style-type: none"> • Classroom management plans • Ruby Payne Conference- Viewed during PLCs • Weekly newsletter from counselor and MHP to address current behavior trends 		Resources needed: schedule time to plan and develop and collaborate- set times to conduct data reviews Ruby Payne Conference Subscription		Feedback from Teachers:										
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: At this time, I believe our disciplinary referrals have increased due to the vaping trend our nation is facing. We are being proactive with monitoring and educating in order to decrease these numbers.														
End of the Year Results:														

STUDENTS WITH EXCEPTIONALITIES

- *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 \(goalbook.com\)](http://goalbook.com))*

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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 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS
*	*	*	*

*Data will be entered upon LDOE release of SPS for SWE student group.

Describe policies and practices to identify disabilities early and accurately:

- 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:

Supports and Strategies in Tier 1 (Core Instruction):

- Guidebooks, Writing Revolution, Achieve 3000, Eureka Math, Eureka Equip, Reflex math, gizmos, Ready and iready

Resources needed:

Guidebooks, Writing Revolution, Achieve 3000, Eureka Math, Eureka Equip, Reflex math, gizmos, Ready and iready

Team Reflection: Focusing on and rewarding our students for their progress in Achieve, Reflex & Frax, and the Ready path has encouraged and increased usage and elevated their accuracy.

Supports and Strategies in Tier 2 (Targeted Prevention):

- Fast Forward, Guidebook Support, Achieve 3000, Zearn (small group), Reflex Math, Ready Math

Supports and Strategies in Tier 3 (Intensive Individual):

Project Read, Achieve 3000, SRA for IEP only, Eureka Equip, Zearn small group, Reflex math, iReady

Parent and Family Engagement Activity:

- Family information fliers on interventions provided

Resources needed:

communication letter

Participation Outcome:

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		<p>Parent Feedback/Exit Tickets/Survey: Parents have found the video instruction that they can access from home have been extremely helpful in the Google Classroom.</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:</p> <p>Instructional coaches content specialist</p>	<p>Feedback from Teachers:</p> <p>We are using Zearn and Eureka Math Videos to supplement at-home instruction when needed.</p>												
<p>Follow Up and Support: Leadership team (administrators, content leaders, instructional coaches ,curriculum specialists, SWE district support) meet weekly:</p> <ul style="list-style-type: none"> ● ELA and Math content leader Module support and Training ● Model Lessons-Instructional Strategies, pedagogy and scaffolding ● 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 														
<p>Budgets used to support this activity:</p>														
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>Data used to Evaluate Goal: referral data for 2021-2022</p>														
<p>Middle of the Year Monitoring Results/Areas for Improvement: Our SWE team meets weekly to discuss trends and strategies.</p>														
<p>End of the Year Results:</p>														

ENGLISH LEARNERS

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- 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

Tier 2 (Targeted Prevention):

Programs include:

- Fast For Word/Reading Assistant
- IRLA (supplement to core classroom instruction)
- Achieve 3000

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)

Resources needed:

- ESL tutors
- ESL Specialists

Team Reflection: Our EL program continues to be successful. The ELL Coach/liaison attended several PLC meetings and held an in-service to give our teachers with strategies designed to assist with instruction.

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<p>Parent and Family Engagement Activity: Intentional efforts to welcome EL families into the schools, i.e.: May: EL Career Day: EL teacher to invite Hispanic professionals from the community to speak to parents and students about the opportunities in the workforce</p> <p>Monthly: EL Parent Newsletters, Additional bilingual reading resources to supplement learning at home</p>	<p>Resources needed: reading resources</p>	<p>Participation Outcome: Our ELL students will be attending a career fair which will include over 20 community members who are either English Learners, or involved in a career that would most interest our ELL students.</p> <p>Parent Feedback/Exit Tickets/Survey:</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 ● EL Team (Lynn Upchurch) Presentation/ Q & A during PLCs 	<p>Resources needed: EL Outreach documents for families, i.e., Provide school information in parents’ native language, Robocalls, and Summer Learning Brochure</p>	<p>Feedback from Teachers: Having the professional development led by the ELL Coach has been extremely helpful and provided much needed clarity to our teachers in how to best deliver instruction to our ELL students.</p>
<p>Follow Up and Support:</p> <p>EL Team (Elena Dieck and Lynn Upchurch, EL teachers and EL instructional aides on campus, Math and ELA district coaches)</p> <p>Whole classroom observations</p> <p>Small group observations (based on previous ELPT achievement scores)</p> <p>EL Team (Elena Dieck and Lynn Upchurch) Presentation/ Q & A during PLCs</p>		

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ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom		
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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: • 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: Even though our EL numbers continue to increase, we are still seeing improvements in learning. However, we are also receiving a greater percentage of EL students who not only do NOT speak English, they also have had no formal education.

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.:

- ESL Monthly Newsletter, bi-lingual robo calls, ELPT Growth report, and EL Classroom Differentiation Plan for Growth.
- PFE Activities throughout the year
- Robo-calls, quarterly mail-outs, weekly teacher newsletters (printed and Google Classroom), student planners for communication, quarterly calendar, etc.

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
- Monthly PTA meetings; 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
- Student planners for communication

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: Due to COVID restrictions, PFE activities are still difficult. We are having our 2nd Family Fun Night soon and a Grand Re-Opening soon.

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: After school tutoring and push-in tutoring are going well. We have 11 certified tutors working with our students.</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 and individual counseling meetings to meet the needs of IEPs 	<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 Drug awareness lessons 	<p>Resources needed: video and counselor</p>

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● Proactive and supportive counseling															
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.*

<p>Transition Activities for Students:</p> <ul style="list-style-type: none"> ● meet and greet ● open house ● tour of feeder school (incoming from HIE and outgoing to BJH students); parents of SWE students are allowed and encouraged to attend ● administrators collaborate ● SBLC team meets with feeder schools ● IEPs February and Beyond: school personnel attend HIE IEP or BJH IEP to collaborate with parents to ease transition 	<p>Resources needed: teacher</p>
<p>Parent and Family Engagement Activity</p> <ul style="list-style-type: none"> ● Fourth Grade Meet and Greet: students are able to come in to meet teachers and staff and drop off supplies- get oriented 	<p>Resources needed: Flyers/Handouts Robo calls</p>

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- **Open House:** parents are made aware of school expectations, routines and procedures; information about curriculum and assessments for the year

Participation Results: Unfortunately, our MHP resigned and we were without a replacement for about 3 weeks. We are back on track now. Our counselor is doing a phenomenal job.

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:

Teacher leaders, agendas, copies, student work stipends for teachers to meet after school for PLCs

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

- Every other week for an hour, after school

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: PLCs are going well. This nine weeks our Instructional Coaches will be taking a step back and letting our teacher leaders take over.

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
- LDOE- Teacher Leader- 6 teachers will attend
- Plain Talk- 5 teachers will attend
- PLC conference (June) (1 admin and 2 teachers attending)

2022-2023

- TBD

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

- PLC and Professional Development, modeling

Resources needed: digital subscriptions, instructional coaches

Plain Talk Conference Registration
Teacher Leader Registration

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: Schoolwide Achieve is going wonderfully. We reward our students for reaching their goals and they are working very hard.

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 	<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

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- Parent/Family: [Jessica Rodriguez](#)
- Parent/Family: Sandy Pope
- Instructional Coaches: Rebecca Cambre, Jill Dupuy
- Community Member: Rene Hirsch
- Student: Eric Johnsen

- 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