

Little Oak Middle  
2024-2027  
SCHOOL ADVANCEMENT PLAN  
Every Student, Every Future

# St. Tammany Parish



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

## 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 at-risk student groups as well an examination of student, teacher, and school strengths and weaknesses.*
- *Be sure to include both quantitative and qualitative data in your analyses.*
- [Data Analysis Guiding Questions](#)

### STRENGTHS

### WEAKNESSES

2024-25

### STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025, ACT, WORK KEYS, IBCS, GRAD RATE, ETC.

#### All Students

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● 6<sup>th</sup> Grade ELA Assessment Index grew 5.2 points in 2024 after showing a 3.6 point decline last year.</li> <li>● For three consecutive years, our 5<sup>th</sup> Grade math Assessment Index has shown growth from 61.7 to 74.5 in 2024.</li> <li>● With the exception of 4<sup>th</sup> grade, each year our science Assessment Index has increased across all grade levels.</li> <li>● 6<sup>th</sup> Grade ELA Cohort have grown 5.7 points.</li> <li>● 4<sup>th</sup> Grade science Cohort have grown 1.1 points.</li> <li>● According to our ELA substrand data, 4<sup>th</sup> and 6<sup>th</sup> grades show a strength in Writing Performance and 5<sup>th</sup> grade shows a strength in Knowledge &amp; Use of Language.</li> <li>● Math substrand data indicates a strength in 4<sup>th</sup> grade Major Content.</li> <li>● Science substrand data in all grade levels show a strength in Investigate.</li> </ul> | <ul style="list-style-type: none"> <li>● 4<sup>th</sup> and 5<sup>th</sup> Grade ELA Assessment Index has declined in 2024 after showing growth last year. 4<sup>th</sup> grade declined 14.5 points.</li> <li>● 4<sup>th</sup> Grade math Assessment Index declined 6.6 points in 2024.</li> <li>● 4<sup>th</sup> Grade science Assessment Index declined 17.1 points in 2024.</li> <li>● 5<sup>th</sup> Grade ELA Cohort declined 14.9 points.</li> <li>● 5<sup>th</sup> Grade math Cohort declined 14.5 points.</li> <li>● 5<sup>th</sup> and 6<sup>th</sup> grade science Cohort declined, 11.9 points and 12.9, respectfully.</li> <li>● Considering ELA substrand data, our students show a weakness in Vocabulary and Written Expression.</li> <li>● Math substrand weaknesses include Modeling &amp; Application.</li> <li>● Science substrand data show not only a strength in Investigate but also a weakness. Either students scored high or low, but not in the middle.</li> </ul> |
|---|--|

#### At-Risk Student Groups

**St. Tammany Parish 2024-2027**

<b>(SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)</b>	
<ul style="list-style-type: none"> <li>According to the Assessment Index, our Military Affiliation and Asian Subgroups continue to out perform all other groups of 10 or more in all subject areas.</li> <li>Subgroup Black or African American have shown growth over the past 4 years according to the Assessment Index by subject in both math and science.</li> <li>Our SWE subgroup has grown almost 10 index points over the past 3 years but still remain below the average index score in math and nearly 12 points in science.</li> </ul>	<ul style="list-style-type: none"> <li>Our English Learners and Students With Exceptionalities continue to score lower than all other subgroups.</li> <li>Our EL population is increasing; however, their assessment index went up last year but back down again in 2024 in all subject areas.</li> </ul>
<b>SCHOOL CULTURE DATA - MRA</b>	
<b>(Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)</b>	
<ul style="list-style-type: none"> <li>Our discipline data became more streamlined this year and our admin team were more consistent in our reporting methods.</li> <li>We utilized our behavior interventionists and instructional coach to better manage and be proactive when planning for behavior challenges.</li> <li>Our total percent of referrals went down from 17.48% to 12.37% with most referrals being repeat offenders.</li> <li>Our MRA (Measurable Results Assessment) overall score increased by 2 points.</li> <li>Student Leadership MRA scores increased 18 points.</li> <li>Staff Leadership MRA scores increased 9 points.</li> <li>Family &amp; Community Engagement scores increased by 5 points.</li> <li>School Culture MRA results increased 37 points.</li> <li>MRA results in the area of Academics increased in all areas except Academic Self-efficacy.</li> </ul>	<ul style="list-style-type: none"> <li>Our discipline referral percentages have increased due to more diligent data entry. We enacted a tardy policy and enforced it by issuing administrative discipline.</li> <li>Our suspension rate increased from 3.07% to 3.09% in 2024.</li> <li>The percent of EL students receiving office referrals increased over the past 2 years.</li> <li>According to our MRA results, School &amp; Family Partnerships decreased by 1 point from 2023 to 2024.</li> <li>MRA results decreased in the area of Academic Self-efficacy (-3) when compared to last year's results.</li> </ul>
<b>2025-26</b>	
<b>STUDENT ACHIEVEMENT DATA</b>	
<b>All Students</b>	
<b>At-Risk Student Groups</b>	

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(SWE, ESL, and the lowest performing 25% in ELA and math data <u>must</u> be included as well as any other potential labeled student group)	
<b>SCHOOL CULTURE DATA - MRA</b>	
(Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
<b>2026-27</b>	
<b>STUDENT ACHIEVEMENT DATA</b>	
<b>All Students</b>	
<b>At-Risk Student Groups</b>	
(SWE, ESL, and the lowest performing 25% in ELA and math data <u>must</u> be included as well as any other potential labeled student group)	
<b>SCHOOL CULTURE DATA - MRA</b>	
(Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	

## LEADERSHIP GOAL - PRINCIPAL'S WILDLY IMPORTANT GOAL (WIG)

- *Based on the above needs assessment and the Beginning-of-the-Year conference, what will be the school improvement area of focus that will impact all academic settings?*
- *What is the leadership goal that was established during the Beginning-of-the-Year conference?*

### School Improvement Focus Area

(Examples - engaging students in thinking and problem solving, document-based questioning, or non-fiction writing across the content areas)

### Leadership Goal

(Include the one descriptor from one indicator on the Louisiana Leader rubric identified during the Beginning-of-the Year conference)

#### 2024-25

To empower learners to take primary ownership of updating, assessing, and reflecting on their progress toward their personal and academic goals through their leadership opportunities.

#### Capacity-Building

- Develops the leadership skills of campus leaders by providing opportunities for assuming additional responsibilities.

#### 2025-26

#### 2026-27

## LEADERSHIP TEAM LONG-RANGE PLAN

*Use the LRP template below throughout the school year to strategically plan out ILT meetings.*

Date of ILT	Outcome	Materials	Follow-Up
September 4 (ELA)	Creation of an annotation strategy sheet to guide student work.	Articles, teacher input, knowledge of the annotation strategies, skill strategies, and finished product shared during PLCs.	Redeliver at PLCs
September 25 (math)	Reviewed math goals from SAP, looked at alternative programs for fluency	Instructional coach, added program to TRT classroom	Redeliver at PLCs
October 2 (ELA)	Analyze the BOY data and determine if we need to locate history articles	Articles, teacher input	Redeliver at PLCs
October 30 (math)	Analyze math BOY data	Teacher input	Redeliver at PLCs
November 6 (ELA)	Analyze Checkpoint 1 ELA data, look at skills and strategies	Teacher input, Checkpoint Data	Redeliver
November 20 (math)	Analyze Checkpoint 1 Math data, look at skills and strategies	Teacher input, Checkpoint data	Redeliver
December 4 (ELA)	Discuss Checkpoint 2, what questions do we need to prepare for	Checkpoints info	

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December 18 (math)	Discuss Checkpoint 2 for math, what questions do we need to prepare	Checkpoints info	
January 8 (ELA)	Discuss preparation for ELA interim		
January 29 (math)	Discuss preparation for math interim		
February 5 (ELA)	Discuss culminating writing task		
February 26 (math)	Test Prep		
March 12 (ELA)	Lexia - school writing gains		
March 26 (math)	LEAP Math - how to improve and grow		
April 2 (ELA)	Cancelled		
April 23 (ELA)	ELA checkpoint data		
May 7 (math)	math around campus EOY benchmarks		
May 21 (math)	cancelled		

## LONG-TERM SCHOOLWIDE GOAL (LAG MEASURE) - SCHOOL'S ACADEMIC WIG

- Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound
  - Is the goal relevant? Does it align with the school needs assessment?
  - Is the goal measurable? How will you progress monitor?
  - Is the goal reasonable and achievable? Can it be met? Do you have a plan to meet it?
  - What new learning and/or support is needed to meet the goal?

## St. Tammany Parish 2024-2027

### Schoolwide Goal

From Fall 2024 to Fall 2027, Little Oak Middle School will increase the SPS from 86.7 to 90.7 through a focus on empowering learners to take primary ownership of updating, assessing, and reflecting on their progress toward their personal and academic goals through their leadership opportunities. (Based on SPS released November 20, 2024).

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
86.7	88.0 (+1.3)	89.4 (+1.4)	90.7 (+1.3)
	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N



# St. Tammany Parish 2024-2027

School	School System	School Type (Elementary, Middle, High, Combination)	2024 Letter Grade	2024 SPS	2023 Letter Grade	2023 SPS
Little Oak Middle School	St. Tammany Parish	Elementary/Middle School	B	86.7	B	85.8

2024 K8 & High School Assessment Letter Grade Equivalent	2024 K8 & High School Progress Letter Grade Equivalent	2024 ACT Letter Grade Equivalent	2024 Strength of Diploma Letter Grade Equivalent	2024 Graduation Rate Letter Grade Equivalent	2024 K8 & High School Assessment Index (includes ELPT progress points)	2024 K8 & High School Progress Index	2024 K8 Assessment Index (includes ELPT progress points)
B	A				77.8	98.8	77.8

2024 K8 Progress Index	2024 Dropout Credit Accumulation Index	2024 K8 Interests & Opportunities Index	2024 High School Assessment Index (Includes ELPT progress points)	2024 High School Progress Index	2024 ACT Index	2024 High School Interests & Opportunities Index	Strength of Diploma Index (2022-2023 Cohort)
98.8		>145					

Cohort Graduation Rate Index (Points Earned for Cohort Graduation Rate) (2022-2023 Cohort)	Cohort Graduation Actual Rate (2022-2023 Cohort)	2024 Top Gains Honoree	2024 Opportunity Honoree	2024 Academically Unacceptable Schools (AUS)	2024 Selective Admissions School
		Yes	No	Not in AUS	

2023 K8 & High School Assessment Letter Grade Equivalent	2023 K8 & High School Progress Letter Grade Equivalent	2023 ACT Letter Grade Equivalent	2023 Strength of Diploma Letter Grade Equivalent	2023 Graduation Rate Letter Grade Equivalent
B	A			

2023 K8 & High School Assessment Index (includes ELPT progress points)	2023 K8 & High School Progress Index	2023 K8 Assessment Index (includes ELPT progress points)	2023 K8 Progress Index	2023 Dropout Credit Accumulation Index	2023 K8 Interests & Opportunities Index
77	98.4	77	98.4		>145

8/16/2024

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**2024-25 Components of SPS**

<b>2024-25 Components of SPS</b>	
<b>Assessment Index (AI)</b> <ul style="list-style-type: none"> <li>What is your current AI in – <ul style="list-style-type: none"> <li>ELA? 86.9</li> <li>Math? 74.3</li> <li>Science? 70.2</li> <li>Social Studies? -</li> <li>Overall? 77.1</li> </ul> </li> <li>Where are there opportunities for growth? Science and Math</li> </ul>	<b>Progress Index (PI)</b> <ul style="list-style-type: none"> <li>What is your current PI in – <ul style="list-style-type: none"> <li>ELA? 105.4</li> <li>Math? 88.5</li> <li>Overall? 96.9</li> </ul> </li> <li>Where are there opportunities for growth? Math</li> </ul>
<b>Interests and Opportunities (I/O)</b> <ul style="list-style-type: none"> <li>What is your current I/O? 150/150</li> <li>Where are there opportunities for growth? None at this time.</li> </ul>	<b>DCAI (Jr. Highs ONLY)</b> <ul style="list-style-type: none"> <li>What is your current DCAI? NA</li> <li>Where are there opportunities for growth? NA</li> </ul>
<b>ACT Index (High Schools ONLY)</b> <ul style="list-style-type: none"> <li>What is your current ACT index? NA</li> <li>Where are there opportunities for growth? NA</li> </ul>	<b>Strength of Diploma Index (SOD) (High Schools ONLY)</b> <ul style="list-style-type: none"> <li>What is your current SOD? NA</li> <li>How many students/What percent earned- <ul style="list-style-type: none"> <li>160?</li> <li>150?</li> <li>115?</li> <li>110?</li> <li>100?</li> </ul> </li> <li>Where are there opportunities for growth? NA</li> </ul>
<b>Graduation Rate (High Schools ONLY)</b> <ul style="list-style-type: none"> <li>What is your current grad rate?</li> <li>Where are there opportunities for growth?</li> </ul>	<b>Graduation Rate Index (High Schools ONLY)</b> <ul style="list-style-type: none"> <li>What is your current grad rate index?</li> </ul>

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**2025-26 Components of SPS**

<p><b>Achieve Index (AI)</b></p> <ul style="list-style-type: none"> <li>• What is your current AI in – <ul style="list-style-type: none"> <li>○ ELA?</li> <li>○ Math?</li> <li>○ Science?</li> <li>○ Social Studies?</li> <li>○ Overall?</li> </ul> </li> <li>• Where are there opportunities for growth?</li> </ul>	<p><b>Growth Index (GI)</b></p> <ul style="list-style-type: none"> <li>• What is your current GI in – <ul style="list-style-type: none"> <li>○ ELA?</li> <li>○ Math?</li> <li>○ Lowest 25% in ELA?</li> <li>○ Lowest 25% in Math?</li> <li>○ ELL population?</li> <li>○ Overall?</li> </ul> </li> <li>• Where are there opportunities for growth?</li> </ul>
<p><b>Thrive Index (TI) (High Schools ONLY)</b></p> <ul style="list-style-type: none"> <li>• What is your current overall TI?</li> <li>• Where are there opportunities for growth?</li> </ul>	<p><b>Readiness on Nationally Recognized Exams (High Schools ONLY)</b></p> <ul style="list-style-type: none"> <li>• What is your current percentage of students earning at least- <ul style="list-style-type: none"> <li>○ ACT of 20?</li> <li>○ SAT of 1040?</li> <li>○ CLT of 67?</li> <li>○ WorkKeys Gold?</li> <li>○ ASVAB (AFQT) of 59%?</li> <li>○ Overall?</li> </ul> </li> <li>• Where are there opportunities for growth?</li> </ul>
<p><b>University Accelerator (High Schools ONLY)</b></p> <ul style="list-style-type: none"> <li>• What is your current overall percentage?</li> <li>• Where are there opportunities for growth?</li> </ul>	<p><b>Career Accelerator (High Schools ONLY)</b></p> <ul style="list-style-type: none"> <li>• What is your current overall percentage?</li> </ul> <p><b>How many students/What percent earned-</b></p> <ul style="list-style-type: none"> <li>○ Basic bundle + internship?</li> <li>○ Advanced credential + internship?</li> <li>○ 2 years of FF-aligned registered apprenticeship?</li> <li>○ Certificate of technical studies in high wage/high demand industry?</li> </ul>

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	<ul style="list-style-type: none"> <li>Where are there opportunities for growth?</li> </ul>
<b>Service Accelerator (High Schools ONLY)</b> <ul style="list-style-type: none"> <li>What is your current overall percentage?</li> </ul> How many students/What percent have- <ul style="list-style-type: none"> <li>Signed military acceptance letter?</li> <li>Service Academy acceptance?</li> </ul> <ul style="list-style-type: none"> <li>Where are there opportunities for growth?</li> </ul>	<b>Graduation Rate (High Schools ONLY)</b> <ul style="list-style-type: none"> <li>What is your current grad rate?</li> <li>Where are there opportunities for growth?</li> </ul>
<b>2026-27 Components of SPS</b>	
<b>Achieve Index (AI)</b> <ul style="list-style-type: none"> <li>What is your current AI in – <ul style="list-style-type: none"> <li>ELA?</li> <li>Math?</li> <li>Science?</li> <li>Social Studies?</li> <li>Overall?</li> </ul> </li> <li>Where are there opportunities for growth?</li> </ul>	<b>Growth Index (GI)</b> <ul style="list-style-type: none"> <li>What is your current GI in – <ul style="list-style-type: none"> <li>ELA?</li> <li>Math?</li> <li>Lowest 25% in ELA?</li> <li>Lowest 25% in Math?</li> <li>ELL population?</li> <li>Overall?</li> </ul> </li> <li>Where are there opportunities for growth?</li> </ul>
<b>Thrive Index (TI) (High Schools ONLY)</b> <ul style="list-style-type: none"> <li>What is your current overall TI?</li> <li>Where are there opportunities for growth?</li> </ul>	<b>Readiness on Nationally Recognized Exams (High Schools ONLY)</b> <ul style="list-style-type: none"> <li>What is your current percentage of students earning at least- <ul style="list-style-type: none"> <li>ACT of 20?</li> <li>SAT of 1040?</li> <li>CLT of 67?</li> <li>WorkKeys Gold?</li> <li>ASVAB (AFQT) of 59%?</li> <li>Overall?</li> </ul> </li> <li>Where are there opportunities for growth?</li> </ul>

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<b>University Accelerator (High Schools ONLY)</b> <ul style="list-style-type: none"><li>• What is your current overall percentage?</li><li>• Where are there opportunities for growth?</li></ul>	<b>Career Accelerator (High Schools ONLY)</b> <ul style="list-style-type: none"><li>• What is your current overall percentage?</li></ul> How many students/What percent earned- <ul style="list-style-type: none"><li>○ Basic bundle + internship?</li><li>○ Advanced credential + internship?</li><li>○ 2 years of FF-aligned registered apprenticeship?</li><li>○ Certificate of technical studies in high wage/high demand industry?</li></ul> <ul style="list-style-type: none"><li>• Where are there opportunities for growth?</li></ul>
<b>Service Accelerator (High Schools ONLY)</b> <ul style="list-style-type: none"><li>• What is your current overall percentage?</li></ul> How many students/What percent have- <ul style="list-style-type: none"><li>○ Signed military acceptance letter?</li><li>○ Service Academy acceptance?</li></ul> <ul style="list-style-type: none"><li>• Where are there opportunities for growth?</li></ul>	<b>Graduation Rate (High Schools ONLY)</b> <ul style="list-style-type: none"><li>• What is your current grad rate?</li><li>• Where are there opportunities for growth?</li></ul>

## PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

In order to grow the SPS, identify 1 culture and 2 academic core areas that will be a priority for the next three years. Create a goal for each priority area that includes an aligned focus area that is connected to the leadership goal. *Note: The focus area can be the same for all three goals or slightly different.*

- Priority Goal #1 (Culture) - \_\_\_\_\_ MRA \_\_\_\_\_
- Priority Goal #2 (Academics) - \_\_\_\_\_ Math \_\_\_\_\_
- Priority Goal #3 (Academics) - \_\_\_\_\_ ELA \_\_\_\_\_

### Priority Area #1 Goal: MRA

From Fall 2024 to Fall 2027, Little Oak Middle School will increase the MRA sub-measure Academic Self-efficacy from 75 to 79 through a focus on applying personal leadership habits to plan, prioritize, and persevere in their academic pursuits.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
75	76	74	78		79	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there?

[Purchased Resources to Support Priority Goals](#)

Professional Development Offered
ILT Meetings, Lighthouse Team Meetings, Leadership Team Sponsor Meetings, and Leader in Me Coaching Days.

### Short Term Wins (STW) (LEAD measures)

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- Percent of students in leadership roles will increase. We will know we are making an impact as we see our discipline data improve and our students' day-to-day involvement/ownership and grades improve.
- Students will share their WIGs at home.
- Students sharing about 7 Habits at home.

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- Students tracking their goals & sharing with parents.
- Impacts include: students tracking their data, students identifying trends in data, & students adjusting their goals.
- Students should learn to analyze data, give constructive feedback to other students, track data, set goals, make adjustments, and communicate effectively with others about their goals.

2024-25							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
Students to take a variety of leadership roles in order to improve their personal leadership habits and academic pursuits.	Survey homeroom teachers to see how many students are serving in a leadership role.	Student leadership teams are underway and meeting regularly.	Students have become more familiar with the Leadership language and are excited about the leadership opportunities outside of the classroom.	After presenting students with schoolwide leadership opportunities, the ILT will compare the number of students in leadership roles from the beginning of the school year until the end of the 2 <sup>nd</sup> quarter.	Survey was developed and distributed to homerooms students have begun to incorporate student leadership roles within the classroom. Discipline data shows a 3% decrease in behavior referrals.	The Lighthouse Team will analyze the survey results and provide support with developing leadership roles within the classroom.	Our overall discipline has improved and our students have begun to take on more leadership roles. Forming a cohort with our feeder schools has also created the avenue to enlist more parental involvement.
			Met Goal? <b>Y</b> N		Met Goal? <b>Y</b> N		Met Goal? Y <b>N</b>

**Quarter 1 Reflection –**

We can see a definite positive impact across our campus since incorporating the Leader In Me Program. We have placed a strong emphasis on student leadership roles and have found our faculty and students are very receptive.

**Quarter 2 Reflection –**

Leadership roles are making students more aware and responsible of their own actions.

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### Quarter 3 Reflection –

Students are beginning to track their own academic progress and goals as evidenced by student work and goal trackers posted throughout our school.

### End of year Reflection –

Our school wide participation in the Leader in Me program has had very positive results. Our students have taken on lead roles and our focus is now moving on to educate and involve our families. Our MRA score was higher than our 2023 score, but lower than the 2024 score.

2025-26							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

### Quarter 1 Reflection –

### Quarter 2 Reflection –

### Quarter 3 Reflection –

### End of year Reflection –

2026-27							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N



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**Quarter 1 Reflection –**

**Quarter 2 Reflection –**

**Quarter 3 Reflection –**

**End of year Reflection –**

**Priority Area #2 Goal Math**

From Fall 2024 to Fall 2027, Little Oak Middle School will increase their math percent proficient levels from 49.7 to 53.7 through a focus on analysis of student work and district-created checkpoints to show student growth and success.

	<b>2024 Math % Proficient (Baseline)</b>	<b>2025 Math % Proficient</b>	<b>2026 Math % Proficient</b>	<b>2027 Math % Proficient</b>
<b>All Students</b>				
	49.7 LEAP Percent Proficient 74.3 Assessment Index	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Student Group(s)</b>				
<b>SWE</b>				
	23.7% proficient 44 Assessment Index	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>EL</b>				
	0.1% proficient 20 Assessment Index	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Lowest 25% in ELA?</b>				
<b>Economically Disadvantaged</b>	40/832=4%	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>

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<b>Lowest 25% in Math?</b>				
<b>Economically Disadvantaged</b>	52/832=6%	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
<b>Other?</b>				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there? PLC meetings with student work for focus groups, writing rubric, tutors for reading fluency & comprehension, small group instruction, Teacher PD, parent communication, student data charting

Use "Purchased Resources to Support Priority Goals" document from above

<b>Professional Development Offered</b>
Math learning walks, Illuminate, LEAP Data Dive, Growth to Mastery Data Review, High Dosage Tutoring, Interventions

**Short Term Wins**

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- Students tracking their goals and sharing with parents
- Impacts include: students tracking their data, students identifying trends in data & students adjusting goals
- Teachers tracking student work data, adjusting lessons to support for remediation or enrichment
- Common rubric cross curricular written responses
- Growth on iReady My Path and module checkpoints

<b>2024-25</b>							
<b>Goal and Data Used</b>	<b>Baseline</b>	<b>1<sup>st</sup> Quarter STW</b>	<b>Results</b>	<b>2<sup>nd</sup> Quarter STW</b>	<b>Results</b>	<b>3<sup>rd</sup> Quarter STW</b>	<b>Results</b>
<b>LEAP % Proficient</b>	<b>49.7</b>	Based on beginning of the year data, students were placed in leveled tutoring and/or high	When comparing students who have received high dosage tutoring in math to their report card	Increase in math scores when comparing Checkpoints (4th & 5th have not been tested yet).	When comparing checkpoints from #1 to #2, our 6th grade math scores have	(compare students being tutored to our failure list) Improvement s are very notable,	It is evident from our end of year benchmark assessments that our tutoring programs have definitely

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		dosage tutoring.	grades, we have seen fewer failing grades.		improved 14.1 points.	showing score increases across every grade level.	enabled our students to improve.
			Met Goal? <b>Y</b> <b>N</b>		Met Goal? <b>Y</b> <b>N</b>		Met Goal? <b>Y</b> <b>N</b>

**Quarter 1 Reflection –**

We feel that the high dosage tutoring and the small group tutoring has had a positive impact on student growth.

**Quarter 2 Reflection –**

Still awaiting scores from 4th and 5th grade; however we are very proud of our 6th grade results.

**Quarter 3 Reflection –**

When comparing BOY scores to our MOY scores, we are seeing tremendous growth in our 4th grade scores, 44.9 to 74%. With our 5th grade math scores, we are seeing a 20% drop. 43% of our 6th grade students at grade level increased their scores. 50% of our students who were below level also increased their score.

**End of year Reflection –**

After reviewing the benchmark assessments from the end of the year testing, our students have shown remarkable improvements.

2025-26							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
			Met Goal? <b>Y</b> <b>N</b>		Met Goal? <b>Y</b> <b>N</b>		Met Goal? <b>Y</b> <b>N</b>

**Quarter 1 Reflection –**

**Quarter 2 Reflection –**

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**Quarter 3 Reflection –**

**End of year Reflection –**

2026-27							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
			Met Goal? Y   N		Met Goal? Y   N		Met Goal? Y   N

**Quarter 1 Reflection –**

**Quarter 2 Reflection –**

**Quarter 3 Reflection –**

**End of year Reflection –**

**Priority Area #3 Goal ELA**

From Fall 2024 to Fall 2027, Little Oak Middle School will increase their percent proficiency in ELA from LEAP from 64 to 67 through a focus on Vocabulary and Written Expression. We will focus on analysis of student work and district-created checkpoints to show student growth and success.

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	<b>2024 PI/Growth % (Baseline)</b>	<b>2025 PI/Growth %</b>	<b>2026 PI/Growth %</b>	<b>2027 PI/Growth %</b>
<b>All Students</b>				
	105.37 Progress Index 64% proficient 86.3 Assessment Index	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Student Group(s)</b>				
<b>SWE</b>				
	30% proficient 51.3 Assessment Index	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>EL</b>				
	6% proficient 23.2 Assessment Index	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Lowest 25% in ELA?</b>				
	English Learners at 23%	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Lowest 25% in Math?</b>				
	English Learners at 20%	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Other?</b>				
		Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>

**How are we going to get there?** High Dosage Tutoring; PLCs focused on targeted students work; Interventions; Exit Tickets & Exemplars to model written expression; Use of rubrics/modified rubrics throughout student learning. District Checkpoint Data, Amira, and Dibels Spire.

**Use “Purchased Resources to Support Priority Goals” document from above**

**Professional Development Offered**

A LEAP Data Dive, Growth to Mastery Data Review, student work review (PLCs) with support of curriculum coach, curriculum specialist and school administration feedback and support.

**Short Term Wins**

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- Increase on student quarterly ELA grades
- District checkpoint assessment scores indicate student mastery of grade level standards
- Review of Dibels data

2024-25							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
LEAP percent proficient.	64%	Based on beginning of the year data, students were placed in leveled tutoring and/or high dosage tutoring.	After reviewing the dibels data, our students are showing growth.	Increase in ELA scores when comparing Checkpoints results and dibels data.	After receiving our 2nd Checkpoints, 4th grade decreased 7.2 points. 5th grade increased 9.2 points and 6th grade increased 28.1. All students in tutoring have shown growth.	After making adjustments based on decisions made from ILT meetings, we are beginning to once again see growth.	We feel through our vast tutoring programs and intervention scheduling, our students' needs are being met and are growing.
			Met Goal? <b>Y</b> N			Met Goal? <b>Y</b> N	Met Goal? <b>Y</b> N

**Quarter 1 Reflection –**

According to the dibels data, all students in tutoring are making improvements.

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### Quarter 2 Reflection –

After comparing our checkpoints data, 4th grade scores decreased. However, 5th and 6th grades showed tremendous growth. All students receiving tutoring have shown growth. All grades levels have shown improvement in the average percent correct.

### Quarter 3 Reflection –

According to the DRC test results used for our SLTs, when comparing Beginning of the Year (BOY) to the Middle of the Year (MOY) scores, our students have shown continued growth. However, we still have areas that need to grow in order to be in the Mastery range.

### End of year Reflection –

Based on dibels, end of the year testing and our teachers' SLT results, our students are growing.

2025-26							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

### Quarter 1 Reflection –

### Quarter 2 Reflection –

### Quarter 3 Reflection –

### End of year Reflection –

2026-27							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results

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			Met Goal?		Met Goal?		Met Goal?	
			Y    N		Y    N		Y    N	
<b>Quarter 1 Reflection –</b>								
<div></div>								
<b>Quarter 2 Reflection –</b>								
<div></div>								
<b>Quarter 3 Reflection –</b>								
<div></div>								
<b>End of year Reflection –</b>								
<div></div>								



## OTHER SUPPORT

When intervention is needed, how will you support students in need related to the above priority areas? What is your intervention plan? Be sure to include the resources needed for at-risk student groups?

Link/Upload your [school's yearly intervention plan](#) to the district-designated location (Title I schools ONLY).

Link/Upload your [school's literacy plan](#) that includes interventions to the district-designated location (K-3 schools ONLY).

### Parent and Family Engagement (PFE) Activities

**\*Note - At least 3 PFE events must be scheduled EACH year, with at least one PFE event per priority goal area.**

- *How will parents be provided opportunities to give feedback and be included in the implementation of the school advancement plan and its priority areas?*

2024-25: Three Family Fun Nights (November 8, 2024, January 31, 2025, and March 28, 2025).

STEAM Day: April 9, 2025

Robo call to inform our parents that our SAP was posted on our website.

2025-26:

2026-27:

- *Identify and describe PFE events (at least 3 per year) and activities to support family engagement.*

**\*Note – There should be a reflection for each PFE event in the “Reflections” section at the end of this document.**

2024-25: Open House Placemat training and students presenting, Family Fun Nights, STEAM Day, Beautification Day, Ignite Club

2025-26:

2026-27:

- *How will you communicate information to parents regarding curriculum, assessments, and student progress?*

2024-25: JPAMS, Google Classroom, Teacher Newsletters, School and District Websites, PTA meetings, Admin Weekly Newsletter shared by PTA on social media, robo calls

2025-26:

2026-27:

### Transitions for Incoming and Outgoing Students

Identify your plans for transitioning incoming and outgoing students in the school community.

2024-25:

- At the end of each school year, the admin team goes to our feeder school (Honey Island) to meet the incoming 3<sup>rd</sup> graders and to speak to them about what the transition will look like. We also invite them to our 4<sup>th</sup> grade “Meet & Greet” that will take place before school begins in the fall.
- Beginning after January, our AP who is over SWE will attend high priority IEPs that take place at our Feeder School.
- Our AP and SWEDL meet with Honey Island’s AP and SWEDL to discuss incoming SWE needs. This information is used to make scheduling decisions.

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- Our incoming SWE population parents are invited to tour Little Oak prior to the start of school and our outgoing SWE students' parents are encouraged to reach out to Boyet Junior High.
- Our 6<sup>th</sup> grade teachers walk their students over to Boyet for a tour prior to the end of the school year.
- Our entire 6<sup>th</sup> grade takes an organized walking tour at Boyet Junior High prior to the end of the school year.
- SBLC teams meet with each school (incoming and exiting) to coordinate folders and services.
- We host 2 open houses, one for 4<sup>th</sup> grade and the other combines 5<sup>th</sup> and 6<sup>th</sup> grades.
- We participate in the Northshore High Feeder School Game Night.
- Our Spring and Fall Band concerts are held at Northshore High School.
- We spread out onto Boyet's field for PBiS activities.
- Our 6<sup>th</sup> graders attend a "Meet the Principal" night at Boyet.

**2025-26:**

**2026-27:**

## FISCAL PLANNING

**Budgets** used to support these priority areas

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

## 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 events 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

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Date

## REFLECTIONS

***\*Note - This page should not be posted to your school's website. Prior to posting, please get final approval from Federal Programs department.***

Parent and Family Engagement Reflection:

**Complete the information below for EACH parent/family engagement event.**

**Event Name:**

**Date/Time:**

**Targeted Priority Area:**

**Number of Participants:**

**Summary of Parent Feedback/Exit Tickets/Survey:**

**Year 1 Reflections:**

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*

**Year 2 Reflections:**

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*

**Year 3 Reflections:**

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*