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	
6th Grade ELA Assessment Index grew 5.2 points in 2024 after showing a 3.6 point decline last year. - For three consecutive years, our 5th Grade math Assessment Index has shown growth from 61.7 to 74.5 in 2024. - With the exception of 4th grade, each year our science Assessment Index has increased across all grade levels. 6th Grade ELA Cohort have grown 5.7 points. 4th Grade science Cohort have grown 1.1 points. - According to our ELA substrand data, 4th and 6th grades show a strength in Writing Performance and 5th grade shows a strength in Knowledge & Use of Language. - Math substrand data indicates a strength in 4th grade Major Content. - Science substrand data in all grade levels show a strength in Investigate.	4th and 5th Grade ELA Assessment Index has declined in 2024 after showing growth last year. 4th grade declined 14.5 points. 4th Grade math Assessment Index declined 6.6 points in 2024. 4th Grade science Assessment Index declined 17.1 points in 2024. 5th Grade ELA Cohort declined 14.9 points. 5th Grade math Cohort declined 14.5 points. 5th and 6th grade science Cohort declined, 11.9 points and 12.9, respectfully. - Considering ELA substrand data, our students show a weakness in Vocabulary and Written Expression. - Math substrand weaknesses include Modeling & Application. - 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.

At-Risk Student Groups
(SWE and ESL data must be included as well as any other potential labeled student group)

- 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.
- 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.
- 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.

- Our English Learners and Students With Exceptionalities continue to score lower than all other subgroups.
- Our EL population is increasing; however, their assessment index went up last year but back down again in 2024 in all subject areas.

SCHOOL CULTURE DATA - MRA
(Discipline data must be included as well as the identified recommendations in the MRA report)

- Our discipline data became more streamlined this year and our admin team were more consistent in our reporting methods.
- We utilized our behavior interventionists and instructional coach to better manage and be proactive when planning for behavior challenges.
- Our total percent of referrals went down from 17.48% to 12.37% with most referrals being repeat offenders.
- Our MRA (Measurable Results Assessment) overall score increased by 2 points.
- Student Leadership MRA scores increased 18 points.
- Staff Leadership MRA scores increased 9 points.
- Family & Community Engagement scores increased by 5 points.
- School Culture MRA results increased 37 points.
- MRA results in the area of Academics increased in all areas except Academic Self-efficacy.

- Our discipline referral percentages have increased due to more diligent data entry. We enacted a tardy policy and enforced it by issuing administrative discipline.
- Our suspension rate increased from 3.07% to 3.09% in 2024.
- The percent of EL students receiving office referrals increased over the past 2 years.
- According to our MRA results, School & Family Partnerships decreased by 1 point from 2023 to 2024.
- MRA results decreased in the area of Academic Self-efficacy (-3) when compared to last year's results.

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2025-26	
STUDENT ACHIEVEMENT DATA	
All Students	
-Our overall math Assessment Index continued to show growth from 74.3 to 76.1. -Our overall science Assessment Index showed growth from 70.2 to 71.6. -4th grade ELA showed growth from 84.3 to 90.3. -Our SWE population showed growth in ELA from 51.3 to 63.2 and in math from 44 to 49.9. -According to our ELA substrand data, 5th showed a strength in writing proficiency. -According to our math substrand data, all grades improved in the Additional and Supporting Content substrand. -According to our science substrand data, all grades improved in the Reason Scientifically substrand. -Social Studies Assessment Index and Percent Proficient are above the District.	-5th and 6th grade ELA Assessment Index declined, 5th moving from 83.9 to 80.5, and 6th 91.6 to 85.3 -6th grade ELA showed a weakness in writing proficiency. -5th Grade ELA Cohort declined 3.8 points. -5th Grade math Cohort declined 15.1 points. -6th grade science Cohort declined 16.2 points.
At-Risk Student Groups	
(SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)	
-Our SWE population showed growth in ELA from 51.3 to 63.2 and in math from 44 to 49.9. -According to our Assessment Index, our Military Affiliation and Asian subgroups continue to outperform all other subgroups of 10 or more in all subject areas. -Our EL population increased their Assessment Index in all subject areas. -Our Hispanic/Latino subgroup increased their Assessment Index in all subject areas.	-Our English Learners, Hispanic/Latino, and Students with Exceptionalities subgroups continue to score lower than all other subgroups. -Black or African American subgroup decreased in ELA, from 81.3 to 77.1. -Economically Disadvantaged subgroup decreased in ELA and science.

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SCHOOL CULTURE DATA - MRA
(Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)

-Our number of discipline referrals has decreased from 2024. - We continue to utilize our behavior interventionist and instructional coach to manage and be proactive when planning for behavior challenges. -Tardiness has decreased as of October 1, 2025 as compared to data from October 1, 2024. -MRA results increased in Academics in the following areas: Empowering Teachers. -MRA results increased in Leadership in the area of Community Engagement. -MRA results increased in Staff Leadership in the area of Personal Effectiveness.	-We continue to have repeat offenders with discipline referrals. -MRA results decreased in all areas when compared to 2024 results. -The percent of EL students receiving discipline referrals continues to increase. -MRA results decreased in Leadership in the area of School & Family Partnerships.

2026-27

STUDENT ACHIEVEMENT DATA

All Students

At-Risk Student Groups
(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)

SCHOOL CULTURE DATA - MRA
(Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)

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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	
By the end of the 25-26 school year, we will increase our overall attendance rate by 2%.	Teacher Effectiveness -Develop, organize, and support a system ensuring that teachers receive a differentiated targeted PGP/Coaching Plan based on classroom observations.
2026-27	

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LEADERSHIP TEAM LONG-RANGE PLAN

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

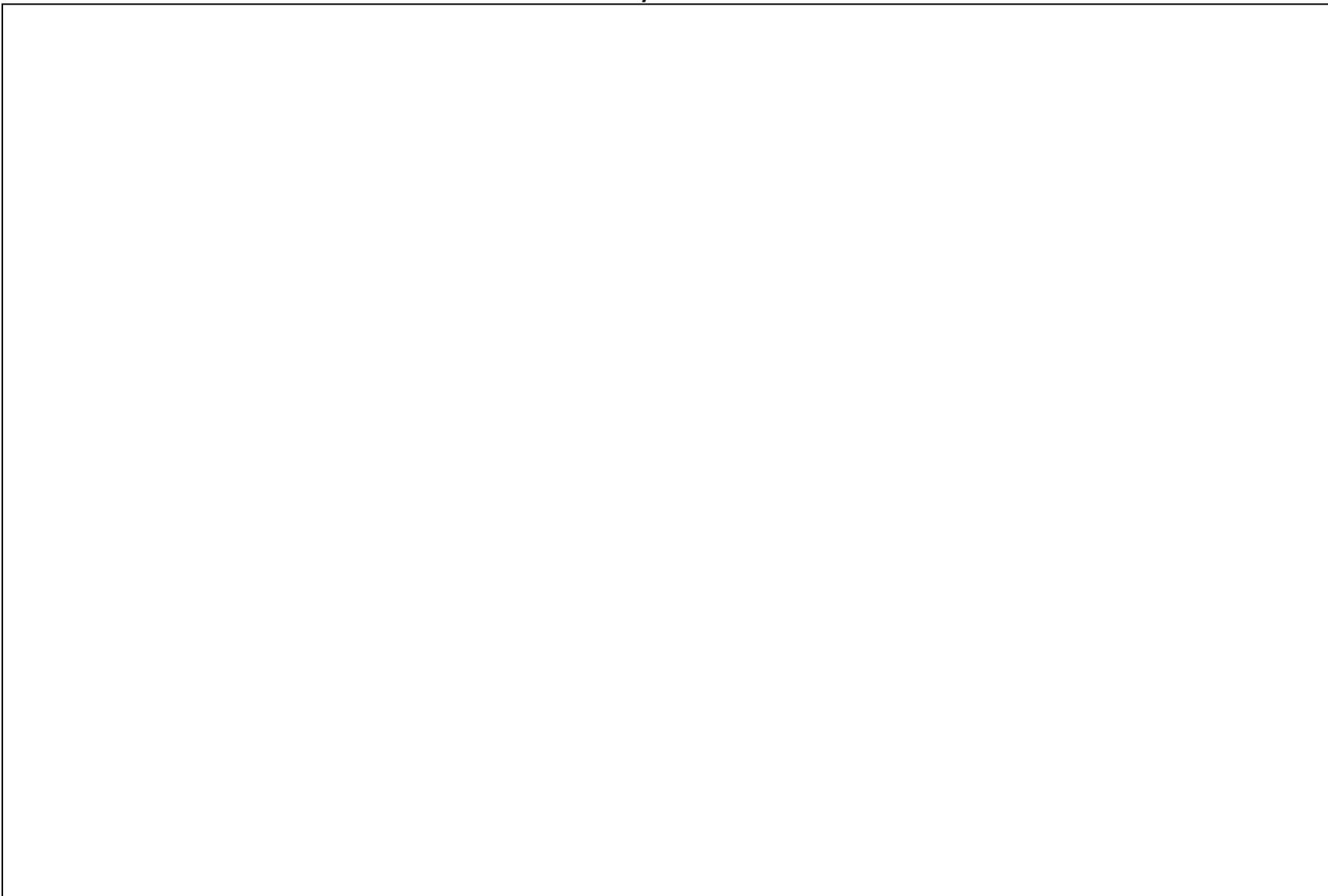| Date of ILT	Outcome	Materials	Follow-Up
September 4 (ELA)	Creation of an annotation strategy sheet to guide student work.	Articles, teacher input, knowledge of the annotation strategies, skill strategies, and finished product shared during PLCs.	Redeliver at PLCs
September 25 (math)	Reviewed math goals 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	
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	Writing Topics, Part A/Part B questions	Redeliver at PLCs/Subject Level Meetings
January 29 (math)	Discuss preparation for Math Interim (iReady) Incorporate Math Around Campus (all)	Diagnostic Data /MyPath Progress Teacher Input	Redeliver at PLCs/Subject Level Meetings
February 5 (ELA)	Mid-year check	Student Work/Plans moving forward	Redeliver at PLCs/Subject Level Meetings
February 26 (math)	Mid-year check	Student Work/Plans moving forward	Redeliver at PLCs/Subject Level Meetings
March 12 (ELA)	Analyze ELA Interim	MOY Data/Discuss plan to prepare for LEAP	Redeliver at PLCs/Subject Level Meetings

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March 26 (math)	Analyze Math Interim	Analyze iReady MOY/Discuss plan to prepare for LEAP-Prepare for upcoming changes/questions	Redeliver at PLCs/Subject Level Meetings	
April 2 (ELA)	Analyze ELA Checkpoint 2	Checkpoint Data/Individual Analysis Sheet	Redeliver at PLCs/Subject Level Meetings	
April 23 (math)	Analyze Math Checkpoint 2	Checkpoint Data/Individual Analysis Sheet	Redeliver at PLCs/Subject Level Meetings	
May 7 (ELA)	LEAP Test Prep	Part A/Part B questions, changes with presentation of questions-types and formats	Redeliver at PLCs/Subject Level Meetings	
May 21 (math)	LEAP Test Prep	Part A/Part B questions, changes with presentation of questions-types and formats	Redeliver at PLCs/Subject Level Meetings	
<mark>2025-2026</mark>				
August 18, 2025 (ELA/math)	Analyze 2025 SPS Data	Identify strengths/weaknesses	Redeliver at PLCs	
September 22, 2025 (ELA/math)	Analyze Lowest 30% Data	Identify/plan for improvement	Redeliver at PLCs	
October 20, 2025 (ELA/math)	Analyze Checkpoint Data/Review	Targeted Support Plans/Illuminate	Redeliver at PLCs	
November 17, 2025 (ELA/math)	Analyze science checkpoint data/Lexia Webinar	Checkpoint Analysis Form/Lexia Webinar Notes	Redeliver at PLCs	
December 15, 2025 (ELA/math)	PLC+ Presentation	Notecatcher/PPT	Redeliver at PLCs	
January 12, 2026 (ELA/math)	Analyze Checkpoint Data	Data analysis sheet Checkpoint data	Redeliver at PLCs	

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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?*

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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). **SPS goal will be adjusted based on the new accountability formula.**

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
	85.9 SPS		

REVISED FORMULA 25-26		2025	2024	2023
ACHIEVE	% of Testers Are Proficient in ELA	61.4	65.7	64.6
	% of Testers Are Proficient in Math	53.5	50.6	49.1
	% of Testers Are Proficient in Science	44.5	43.9	44
	% of Testers Are Proficient in Social Studies	48.2	38.4	38.4
GROW	% of Students Growing in ELA	46.7	46.5	54.9
	% of Students Growing in Math	46.2	42.8	43.4
	% of Students Growing in ELA Who Had the Lowest 25% of Scores in the Prior Year	60.3	55.7	68.7
	% of Students Growing in Math Who Had the Lowest 25% of Scores in the Prior Year	51	47.3	50.8
	% of English Learners making progress	38.5	42.3	47.6

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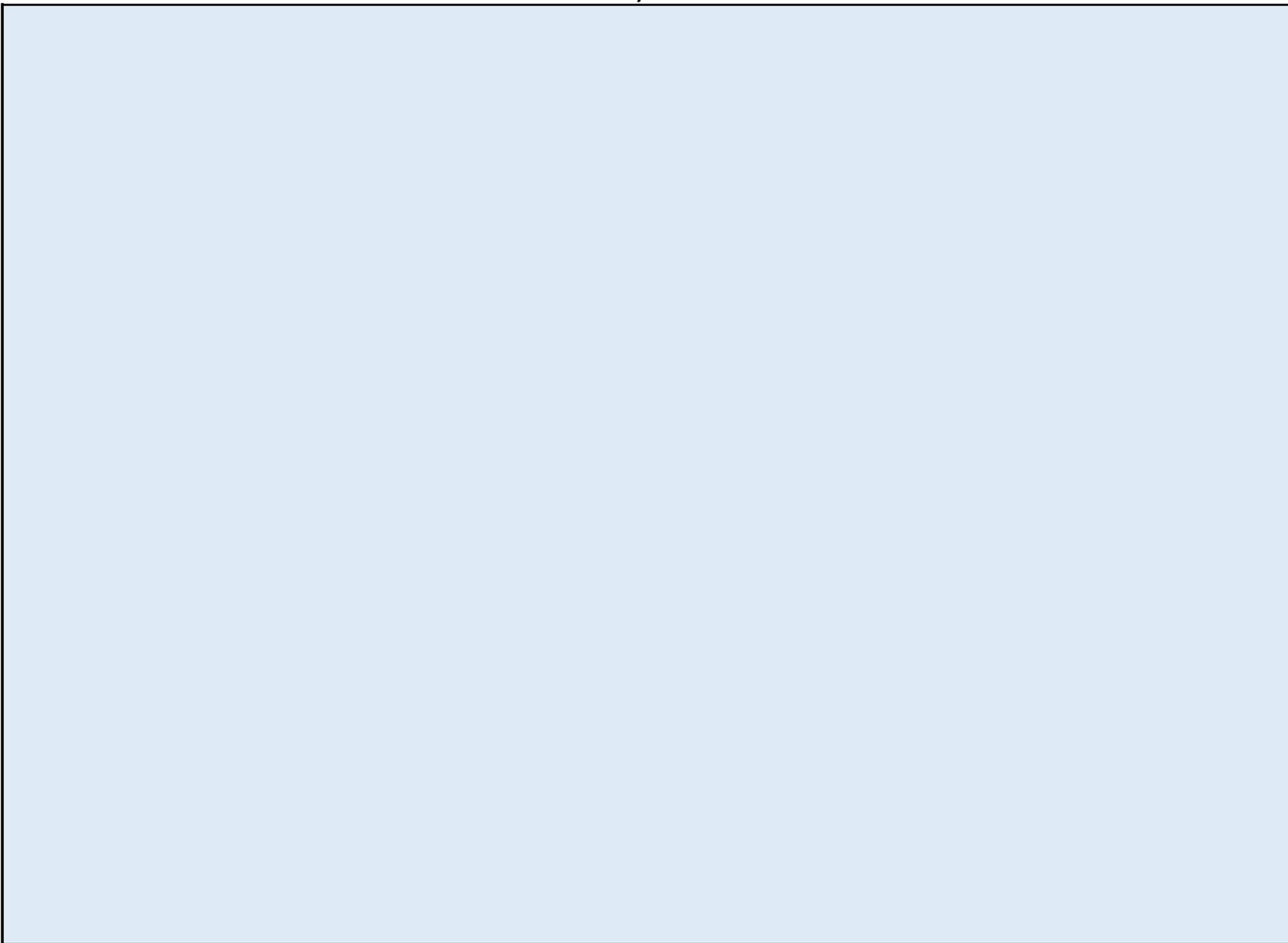
School	School System	Type	School (Elementary, Middle, High, Combination)	2024 Letter Grade	2024 SPS	2023 Letter Grade	2023 SPS
Little Oak Middle School	St. Tammany Parish		Elementary/Middle School	B	86.7	B	85.8

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

2024-25 Components of SPS	

Assessment Index (AI)
 	
● **What is your current AI in –**
   ○ **ELA? 86.9**
   ○ **Math? 74.3**
   ○ **Science? 70.2**
   ○ **Social Studies? -**
   ○ **Overall? 77.1**
 	
● **Where are there opportunities for growth? Science and Math**
	Progress Index (PI)
	
	● **What is your current PI in –**
	   ○ **ELA? 105.4**
	   ○ **Math? 88.5**
	   ○ **Overall? 96.9**
	
	● **Where are there opportunities for growth? Math**

Interests and Opportunities (I/O) ● **What is your current I/O? 150/150** ● **Where are there opportunities for growth? None at this time.**	**DCAI (Jr. Highs ONLY)** ● **What is your current DCAI? NA** ● **Where are there opportunities for growth? NA**

ACT Index (High Schools ONLY)
 	
● **What is your current ACT index? NA**
 	
● **Where are there opportunities for growth? NA**
	Strength of Diploma Index (SOD) (High Schools ONLY)
	
	● **What is your current SOD? NA**
	How many students/What percent earned-
	   ○ **160?**
	   ○ **150?**
	   ○ **115?**
	   ○ **110?**
	   ○ **100?**
	
	● **Where are there opportunities for growth? NA**

Graduation Rate (High Schools ONLY) ● **What is your current grad rate?** ● **Where are there opportunities for growth?**	**Graduation Rate Index (High Schools ONLY)** ● **What is your current grad rate index?**

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2025-26 Components of SPS	

Achieve Index (AI)
 	
● **What is your current AI in –**
  ○ **ELA? 85.5**
  ○ **Math? 76.1**
  ○ **Science? 71.6**
  ○ **Social Studies? 69.6**
  ○ **Overall? 77.4**
 	
● **Where are there opportunities for growth? ELA and Science**
	Growth Index (GI)
	
	● **What is your current GI in –**
	  ○ **ELA? 46.7**
	  ○ **Math? 46.2**
	  ○ **Lowest 25% in ELA? 60.3**
	  ○ **Lowest 25% in Math? 51**
	  ○ **ELL population? 38.5**
	  ○ **Overall?**
	
	● **Where are there opportunities for growth? ELL population**

Thrive Index (TI) (High Schools ONLY)
 	
● **What is your current overall TI?**
 	
● **Where are there opportunities for growth?**
	Readiness on Nationally Recognized Exams (High Schools ONLY)
	
	● **What is your current percentage of students earning at least-**
	  ○ **ACT of 20?**
	  ○ **SAT of 1040?**
	  ○ **CLT of 67?**
	  ○ **WorkKeys Gold?**
	  ○ **ASVAB (AFQT) of 59%?**
	  ○ **Overall?**
	
	● **Where are there opportunities for growth?**

University Accelerator (High Schools ONLY)
 	
● **What is your current overall percentage?**
 	
● **Where are there opportunities for growth?**
	Career Accelerator (High Schools ONLY)
	
	● **What is your current overall percentage?**
	How many students/What percent earned-
	  ○ **Basic bundle + internship?**
	  ○ **Advanced credential + internship?**
	  ○ **2 years of FF-aligned registered apprenticeship?**
	  ○ **Certificate of technical studies in high wage/high demand industy?**

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	● Where are there opportunities for growth?
Service Accelerator (High Schools ONLY) ● **What is your current overall percentage?** **How many students/What percent have-** ○ **Signed military acceptance letter?** ○ **Service Academy acceptance?** ● **Where are there opportunities for growth?**	**Graduation Rate (High Schools ONLY)** ● **What is your current grad rate?** ● **Where are there opportunities for growth?**
2026-27 Components of SPS	
Achieve Index (AI) ● **What is your current AI in –** ○ **ELA?** ○ **Math?** ○ **Science?** ○ **Social Studies?** ○ **Overall?** ● **Where are there opportunities for growth?**	**Growth Index (GI)** ● **What is your current GI in –** ○ **ELA?** ○ **Math?** ○ **Lowest 25% in ELA?** ○ **Lowest 25% in Math?** ○ **ELL population?** ○ **Overall?** ● **Where are there opportunities for growth?**
Thrive Index (TI) (High Schools ONLY) ● **What is your current overall TI?** ● **Where are there opportunities for growth?**	**Readiness on Nationally Recognized Exams (High Schools ONLY)** ● **What is your current percentage of students earning at least-** ○ **ACT of 20?** ○ **SAT of 1040?** ○ **CLT of 67?** ○ **WorkKeys Gold?** ○ **ASVAB (AFQT) of 59%?**

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	○ **Overall?** ● **Where are there opportunities for growth?**

University Accelerator (High Schools ONLY)
 	
● **What is your current overall percentage?**
 	
● **Where are there opportunities for growth?**
	Career Accelerator (High Schools ONLY)
	
	● **What is your current overall percentage?**
	How many students/What percent earned-
	    ○ **Basic bundle + internship?**
	    ○ **Advanced credential + internship?**
	    ○ **2 years of FF-aligned registered apprenticeship?**
	    ○ **Certificate of technical studies in high wage/high demand industy?**
	
	● **Where are there opportunities for growth?**

Service Accelerator (High Schools ONLY)
 	
● **What is your current overall percentage?**
How many students/What percent have-
    ○ **Signed military acceptance letter?**
    ○ **Service Academy acceptance?**
 	
● **Where are there opportunities for growth?**
	Graduation Rate (High Schools ONLY)
	
	● **What is your current grad rate?**
	
	● **Where are there opportunities for growth?**

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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?		Met Goal?		Met Goal?	
	Y	**N**	Y	N	Y	N

How are we going to get there? We will focus on student goal setting and monitoring. We will also keep our parents informed of goal setting and monitoring taking place in the classroom. We will continue to increase the percentage of students in leadership roles. We will form a Student Lighthouse Committee during the 25-26 school year.

[**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.**

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- **Students will share their WIGs at home.**
- **Students sharing about 7 Habits at home.**
- **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**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd 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 2nd 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? **Y** N		Met Goal? **Y** N		Met Goal? **Y** N

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.

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Quarter 2 Reflection –

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

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 leadership roles and our focus is now moving on to educate and involve our families.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
Students will set goals and monitor/track their progress. Students will take on a variety of leadership roles in order to improve their leadership habits and meet their academic goals. Students are creating their own Trophy Case in their portfolios.	Our percentage of Leadership Teams has increased from 7 to 10. Our percentage of students serving in a leadership role has increased.	Every teacher has set a classroom WIG with his/her students.

The majority of our students have started working on student portfolios. | Students have become familiar with the goal setting process.

Every teacher has set a classroom WIG and students are monitoring their progress. | Students have monitored progress on their goals and have tracked their progress.

A Student Lighthouse Team was selected and all other Leadership Teams have taken part in leadership activities throughout campus. | Students tracked their WIG progress in Student Portfolios. Goal trackers are posted within the classroom, as well as on the class bulletin boards. | | |

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	Met Goal? **Y** N		Met Goal? **Y** N		Met Goal? Y N

Quarter 1 Reflection –

Students have become more familiar with the goal setting process. They are working on monitoring and tracking their own progress each quarter.

Quarter 2 Reflection –

Students are monitoring their own progress via tracker sheets. Leadership Teams are performing leadership tasks and responsibilities throughout campus. Student Lighthouse Team has been developed and these students are organizing events and special activities on campus.

Quarter 3 Reflection –

End of year Reflection –

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

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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.

	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
All Students				
	49.7 LEAP Percent Proficient 74.3 Assessment Index	Met Goal? Y **N** 52.9% Proficient 76.1 Assessment Index	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE				
	23.7% proficient 44 Assessment Index	Met Goal? Y **N** 31.6% proficient 49.9 Assessment Index	Met Goal? Y N	Met Goal? Y N
EL				
	0.1% proficient 20 Assessment Index	Met Goal? Y **N** 0.1% proficient 25.5 Assessment Index	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?				
Economically Disadvantaged **2025-EL**	40/832=4%	Met Goal? Y **N** 0.1% proficient	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?				
Economically Disadvantaged **2025-EL**	52/832=6%	Met Goal? Y **N** 0.1% proficient	Met Goal? Y N	Met Goal? Y N

Other?					
		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, rubrics, 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

Professional Development Offered
Math learning walks, Illuminate, LEAP Data Dive, Growth to Mastery Data Review, Projected Growth Review, High Dosage Tutoring, Interventions, Targeted Small Group Instruction

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, monitoring their progress, 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 rubrics, cross curricular written responses
- Growth on iReady My Path and Module checkpoints

2024-25							
Goal and Data Used	Baseline	1st Quarter STW	Results	2nd Quarter STW	Results	3rd Quarter STW	Results
LEAP % Proficient	49.7	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	Increase in math scores when comparing Checkpoints (4th & 5th	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	It is evident from our end of year benchmark assessments that our tutoring programs have

		dosage tutoring.	report card grades, we have seen fewer failing grades.	have not been tested yet).	improved 14.1 points.	notable, showing score increases across every grade level.	enabled our students to improve.
			Met Goal? **Y** N		Met Goal? **Y** N		Met Goal? **Y** N

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	1st Quarter STW	Results	2nd Quarter STW	Results	3rd Quarter STW	Results
LEAP % Proficient	52.9% Proficient	All students scoring Basic or below are placed in tutoring groups and receive targeted small group instruction.	Report card grades have shown positive progress.	Positive results on Checkpoint Data, particularly in science and social studies.	Data indicates growth in all grades.		

			Met Goal? <mark>Y</mark> N		Met Goal? <mark>Y</mark> N		Met Goal? Y N

Quarter 1 Reflection –

We feel that targeted small group instruction has had a positive impact on student growth. We are pleased with the improvement in our math LEAP scores overall, as compared to 2024 LEAP results.

Quarter 2 Reflection –

As evidenced by checkpoint data, our students are making progress in math. All classes are taking part in targeted small group instruction. Catalyst lessons have been embedded in targeted small group instruction for grades 4-5.

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd 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 –

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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.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students				
	105.37 Progress Index 64% proficient 86.3 Assessment Index	Met Goal? Y **N** 60.4% proficient 85.5 Assessment Index	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE				
	30% proficient 51.3 Assessment Index	Met Goal? Y **N** 39% proficient 63.2 Assessment Index	Met Goal? Y N	Met Goal? Y N
EL				
	6% proficient 23.2 Assessment Index	Met Goal? Y **N** 11% proficient 26 Assessment Index	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?				
	2024-EL 6% proficient 2025-EL 11% proficient	Met Goal? Y **N**	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?				
	2024-EL 0.1% proficient 2025-EL 0.1% proficient	Met Goal? Y **N**	Met Goal? Y N	Met Goal? Y N
Other?				

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		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N	

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	1st Quarter STW	Results	2nd Quarter STW	Results	3rd Quarter STW	Results
LEAP percent proficient.	64%	Based on beginning of the year data, students were placed in leveled tutoring and/or high	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	After making adjustments based on decisions made from ILT meetings, we are beginning to	We feel through our vast tutoring programs and intervention scheduling, our students' needs are being met

		dosage tutoring.			increased 9.2 points and 6th grade increased 28.1. All students in tutoring have shown growth.	once again see growth.	and are growing.
			Met Goal? <mark>Y</mark> N		Met Goal? <mark>Y</mark> N		Met Goal? <mark>Y</mark> N

Quarter 1 Reflection –

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

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 grade 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**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
			Met Goal? <mark>Y</mark> N		Met Goal? <mark>Y</mark> N		Met Goal? Y N

Quarter 1 Reflection –

Based on report card grades for those receiving tutoring and targeted small group instruction, we have seen an improvement in grades.

Quarter 2 Reflection –

As evidenced by checkpoint data, we have seen improvements in ELA. Lexia has been embedded in targeted small group instruction time. Students are demonstrating progress as evidenced by Lexia data.

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	Baseline	1st Quarter STW	Results	2nd Quarter STW	Results	3rd 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 –

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: Three Family Fun Nights (November 7, January, and March)
Veteran's Day Program: November 11, 2025
Turkey Trot: November 20, 2025
STEAM Day: April 10, 2026
Spring Showcase Night: TBD

Robo Call to inform our parents that our SAP is posted on our website. Parents are given the opportunity to provide feedback via e-mail to administration.
Parents Right to Know Letter sent home with first day packets and posted on website.
"How To" brochures and placemats are provided to parents. Includes instructions on how to access online programs and JPAMS.

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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: Student Led Open House with Chromebook Training, Open House Showcase, Family Fun Nights, Turkey Trot, STEAM Day, Spring Showcase Night, Beautification Day, IGNITE Club

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: JPAMS, Google Classroom, Teacher Newsletters, PTA Facebook, School and District Website, PTA Meetings, Administrative Weekly Newsletter, Robo Calls

2026-27:

Transitions for Incoming and Outgoing Students

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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 3rd graders and to speak to them about what the transition will look like. We also invite them to our 4th 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.**
- **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 6th grade teachers walk their students over to Boyet for a tour prior to the end of the school year.**
- **Our entire 6th 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 4th grade and the other combines 5th and 6th 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 6th graders attend a "Meet the Principal" night at Boyet.**

2025-26:

- **At the end of each school year, administration visits our feeder school (Honey Island) to meet the incoming 3rd graders and to speak to them about the transition to 4th grade. We also invite them to our 4th 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.**
- **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 outgoing SWE students visit Boyet Jr. High to prepare for the transition to 7th grade.
- Our 6th grade teachers walk their students over to Boyet for a tour prior to the end of the school year.
- Our entire 6th grade takes an organized walking tour at Boyet Jr. 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 4th grade and the other combines 5th and 6th 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 6th graders attend a "Meet the Principal" night at Boyet.

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

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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   Date

REFLECTIONS

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?*

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