

Little Oak Middle School
Grades 4-6
Kimberly Vanderklis
SCHOOL IMPROVEMENT PLAN
ST. TAMMANY PARISH SCHOOLS
2015-2016

1. COMPREHENSIVE NEEDS ASSESSMENT

(Look at summary pages 42-44 in the Data Analysis Template for 1a and 1b 1-3)

STRENGTHS

<u><i>1a. Results of Comprehensive Needs Assessment</i></u>		<u><i>1a. Measures used to Determine School Needs:</i></u>
STRENGTHS		DATA SOURCES
ELA is a consistent strength across the years	1	CRT Index (PARCC)
Asian/Pacific Islander subgroup shows a strength across subject areas for the last few years.	2	Subgroup % proficient trend data
White subgroup has reduced the achievement gap between 2013-2014 to 2014-2015 school year.	3	Subgroup % proficient trend data
5 th grade students' scores consistently increase in their 6 th grade year	4	CRT Index (PARCC)
Expulsion Rate has remained consistent across the years	5	Discipline Data

CHALLENGES

<u><i>1b. Results of Comprehensive Needs Assessment</i></u>		<u><i>1b. Measures used to Determine School Needs:</i></u>
CHALLENGES		DATA SOURCES
Index score has continually declined from 2012-2013 school year due to changes in curriculum and the standardized test given.	1	CRT Index (PARCC)
4 th grade student scores decline during their 5 th grade year.	2	CRT Index (PARCC)
Math has been shown as a weakness because both 4 th grade and 6 th grade scores decreased by an average of 20 points for the 2014-2015 school year.	3	CRT Index (PARCC)
Students with disabilities subgroup has been shown as a weakness across all subject areas for the last three years.	4	Subgroup % proficient trend data
LEP shows a weakness in math.	5	Subgroup % proficient trend data

GOALS

<u><i>1c. Goals based upon Challenges and/or Maintaining Strengths</i></u>
GOALS
1 Continue to show school wide growth in ELA.
2 Improve math scores for 4 th and 6 th grade while also maintaining growth in 5 th .
3 Decrease the achievement gap for LEP in math.
4 Decrease the achievement gap in ELA for Students with Disabilities.
5 Increase and/or Maintain achievement scores for incoming 5 th grade students.

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2. SCHOOL-WIDE REFORM STRATEGIES to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Enter the percentage of your staff that is highly qualified = 91%

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year.
- The parish requires that all paras meet HQ status before they can be considered for employment.

4. PROFESSIONAL DEVELOPMENT: Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.

<p><i>Professional Learning Communities (PLCs)</i>- Curriculum Specialists, Principal, Assistant Principals, TRT, substitutes, presenters (Assessment Leaders), and scheduled meeting times. Subject-Area specific meetings will take place weekly to analyze student data, plan test-taking strategies, address strengths and weaknesses, and prepare for upcoming assessments. Assessment leaders will meet monthly to gather and organize resources that will be used to create common curricular resources and assessments.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes, printing materials, software programs</p>
<p>If you have an <u>Instructional Coach</u>, describe in detail her duties and responsibilities</p> <p>NA</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> IDEA</p>	<p>Item(s) to be purchased to support this activity:</p>
<p>Professional Development Outside of PLCs</p> <ul style="list-style-type: none"> •Faculty meetings for parish and state-mandated trainings •Parish required PD days – Curriculum, Assessment, SpEd, AdvancED •After-school, before-school, and district sponsored professional development 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes, travel, registrations, copy materials and supplies</p>

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<ul style="list-style-type: none"> •New Teacher Meetings •Learning Walks •Grade-Level Meetings •Guaranteed Curriculum Review •Teacher Surveys •Co-Teaching Trainings/Meetings •CCC Meetings 	<ul style="list-style-type: none"> ___ IDEA ___ Title III ___ Bond Money ___ Other 	
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5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS: *See Attached District Plan.*

<p>6. PARENTAL INVOLVEMENT: What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.</p>		
<ul style="list-style-type: none"> ◆Parents will receive timely information about how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet by letters mailed home, Robo Calls, newsletters, TeacherWeb, and website. ◆Parents will be encouraged to participate in decision making opportunities about their child's education through: <ul style="list-style-type: none"> ▪SAT meetings ▪IEP meetings ▪Parent Conferences ▪Parent Volunteer Work ▪Comments about plans posted on school website ◆Parent Communication Strategies used at Little Oak include: Teacher Web, communication folders/binders, agendas, Check in-Check Out 	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> ___ Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <u> X </u> Other: PTA 	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Software, printing materials, postage</p>
<p>In compliance with Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school open house events, PTA meetings, and other parent orientation meetings. 4th grade Meet & Greet School-wide Open house PTA Meetings</p>	<p>10. BUDGETS used to support this activity:</p> <ul style="list-style-type: none"> ___ Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III 	<p>Item(s) to be purchased to support this strategy/activity:</p> <p>Printing supplies STEM Club Materials Art Supplies</p>

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Night with the Arts STEM Club involvement Science Fair Workshop Career Fair Day	<input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other: Corporate Sponsors	
The documents prepared by the state to inform parents of their child's academic achievement on state standardized testing are sent to the parents via U.S. Mail. Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.	<input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Item(s) to be purchased to support this activity: Printing supplies-GFF Postage- \$2,500
<i>Add additional parental involvement activities/strategies as needed.</i>	Copy list from above for each activity described.	Item(s) to be purchased to support this activity:

7. TRANSITION: What activities are in planned to transition incoming and outgoing students at your school?. Be sure to list at least one for incoming and one for outgoing students.		
Incoming Students: Administrators visit the 3 rd graders at the feeder school prior to the end of the school year and hold an assembly. LOM SPED data manager and an administrator go to the feeder school and meet with teachers and observe the SPED classrooms in order to gather student placement data. A selection of SPED students attend a field trip to Little Oak to become familiar. A meet and greet is held at the beginning of each school year and an open house is held, as well. At new student registration, PTA and Peer Volunteers are on campus to facilitate personalized schoolwide tours.	10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other: PTA	Item(s) to be purchased to support this activity: Printing supplies
Outgoing students: Students with special needs begin their transitioning activities prior to the end of the school year. All other students attend and orientation whereas the teachers and students walk over to Boyet to attend an assembly and tour the campus. Our end of the year field day for our 6 th graders takes place on Boyet's campus and the 7 th grade teachers are invited to attend.	10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other: PTA	Item(s) to be purchased to support this activity: Printing supplies

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8. USE OF ACADEMIC ASSESSMENTS: How does your school include teachers in decisions regarding the use of academic assessments?		
<p><i>The fundamental question is what are the teachers expected to do with the data they have on their students:</i></p> <ul style="list-style-type: none"> •Teachers are expected to participate in Professional Learning Community (PLC) sessions and faculty meetings where data is discussed. •Teachers are to have lists of their at-risk students and students on the cusp of achievement levels (above or below). •Teachers are to use the data to develop lessons and interventions for at-risk students •Teachers are to Progress Monitor these students to ensure interventions/lessons are addressing student needs 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Substitutes</p>
<p>To assess student learning and to help inform instructional planning, the following assessments are used. EAGLE testing, MobyMax, Storia, beginning-mid-year-end of year assessments/ checkpoints, RAPPs, CBAs, IRIs, Study Island, Gizmos, My Reading Coach, Reflex Math, Read-Write-Gold, Achieve 3000.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Printing, software, volunteers</p>
<p><i>Add additional assessment activities as needed.</i></p>	<p>Copy list from above for each activity described.</p>	

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<p>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES: What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><u>Mental Health Provider</u> MHP: Due to the transient and often unstable environments that many of our students experience, a Mental Health Provider will work with students for 20 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, the counselor will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as PARCC and iLEAP will also occur.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 <u> X </u> IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Positive Behavior Support (PBS) or other Social Curriculum</u> Our PBiS Team meets monthly and uses discipline and attendance data to plan activities and incentives for our students and faculty. Throughout the school year, PBiS, partnered with PTA, organize celebrations of success.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I <u> X </u> GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <u> X </u> Other: PTA</p>	<p>Item(s) to be purchased to support this activity:</p> <p>Prizes and items used for celebrations when PBiS goals are met.</p>

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<p><u>Instructional Program Enhancements</u> Teachers, paraprofessionals, timesheet employees, tutors, etc. are used to improve the academic performance of lower achieving students by identifying the specific deficits and creating an environment conducive to meeting the individuals' needs.</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Tutoring Programs-Pull out</u> 1-Students are identified by test data and teacher recommendations 2-Students are progress monitored by the online program and data collection 3-The tutoring program is evaluated by progress checked through data gathered.</p>	<p>10. BUDGETS used to support this activity: <input checked="" type="checkbox"/> Title I (KIT) <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: KIT Tutor and computer programs</p>
<p><u>Tutoring/Helping Hands-Push-in</u> 1-Students are identified through ELDA screening 2-Students are progress monitored by ESL tutor 3-The tutoring program is evaluated through continual ELDA testing.</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other: ESL</p>	<p>Item(s) to be purchased to support this activity: ESL Tutor</p>
<p><u>Technology Resources and Personnel:</u> <u>General Technology</u> to increase student engagement, our teacher have access to activboards, Votes, Expressions, ipods, computers, printers, laptops, on online programs. <u>Technology Interventions/Progress Monitoring</u> Achieve 3000, My Reading Coach, and other software programs are utilized for academic interventions. Students are chosen based on IEPs and testing data.</p>	<p>10. BUDGETS used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: Computers, updating technology, software programs.</p>

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<p><u>Special Education Program Design</u></p> <p>According to our subgroup data, our students with disabilities have shown a decrease in performance. We have redesigned our master schedule and reassigned special education teachers to better meet the needs of our students. This year we have a large population of moderate students who are mostly self-contained.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 <input checked="" type="checkbox"/> IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><u>Student Assistance Team (SAT):</u></p> <p>The SAT process works at Little Oak to support teachers, students and families with any student concerns and provides research-based interventions, additional assistance, referrals, and screenings as needed to support the students' and teachers' needs. Our SAT team meets weekly.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL ___ Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: PTA volunteers</p>
<p><u>Classroom Size Reduction Teachers</u> (if applicable)</p> <p>Title II funds are used to provide paraprofessionals for extra support.</p>	<p>10. BUDGETS used to support this activity:</p> <p>___ Title I ___ GFF ___ SRCL <input checked="" type="checkbox"/> Title II ___ LA4 ___ IDEA ___ Title III ___ Bond Money ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><i>Add additional activities implemented to address students experiencing difficulties as needed.</i></p>		

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10. COORDINATION OF PROGRAMS		
<ul style="list-style-type: none"> •McKinney Vento-All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4 and IDEA •Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program. •Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding. •Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III. •<i>Students in participating schools are entitled to attend 21st Century programs in the afternoons.</i> •<i>Headstart children graduate into the feeder schools in the district in which they live. Receiving schools provide transition activities and services for children and parents.</i> 	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input checked="" type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p>

<u>11 HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?</u>		
<p>Our SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year. These meetings occur during school hours and after hours, as well.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity: substitutes</p>
<p>As per St. Tammany Parish School Board policy, our SIP is published for the public to view. Our teachers take part in the writing process and all school site employees are given access to view.</p>	<p>10. BUDGETS used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input checked="" type="checkbox"/> SRCL</p>	<p>Item(s) to be purchased to support this activity:</p>

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	<input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	