

2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

Chahta-Ima Elementary



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

- 3rd ELA LEAP increased from 51% proficient to 57%
- LEAP ELA increased 19% in Literary Text
- Knowledge and Use of Conventions increased 22%
- Reading Performance increased 11%
- Solve Time, Area Measurement Estimation increased by 5%
- 38% Growth of K BOY Dibels Results for At or Above Benchmark (24-25)
- 2nd grade grew by 2% in Dibels Data from BOY to EOY (23-24)
- LEAP 3rd grade Science increased by 8 index points

- Math AI decreased from 71.8 to 58.2
- Math 3rd Leap decreased from 48% proficient to 45%
- Vocabulary decreased by 2%
- Written Expression decreased 9%
- Math Major Content decreased 7%
- Expressing Mathematical Reasoning decreased 30%
- Math Modeling decreased by 9%
- 1st grade Dibels Data decreased by 12% for At or Above Benchmark
- 1st grade and 3rd Grade DIBELS Data showed decreases from BOY to EOY

St. Tammany Parish 2024-2027

At-Risk Student Groups (SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)	
<ul style="list-style-type: none">● In the subject area of ELA LEAP the SWE subgroup population grew by 10% when compared from 2023 to 2024.● In the subject area of ELA the EL subgroup population grew by 14.3% when compared from 2023 to 2024● In the subject area of Math the SWE subgroup population grew by 3.4% when compared from 2023 to 2024● In the subject area Math the EL subgroup population grew by 5.7% when compared from 2023 to 2024.● At least 5 (42%) SWE students scored Mastery on the ELA LEAP for Spring 2024.● At least 3 (43%) EL students scored Mastery on the ELA LEAP for Spring 2024.	<ul style="list-style-type: none">● Only 4 out of 12 (33%) of SWE students scored Mastery on the MATH LEAP for Spring 2024.● Only 2 out of 7 (29%) of EL students scored Mastery on the MATH LEAP for Spring of 2024.
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
<ul style="list-style-type: none">● MRA showed increase of 13 points in School Climate● MRA showed an increase of 10 points in Staff Voice● MRA showed an increase in Collective Efficacy	<ul style="list-style-type: none">● MRA showed a decrease by 10 points in Student Empowerment● MRA showed a decrease by 2 points in Trusting Relationships
2025-26	
STUDENT ACHIEVEMENT DATA	
All Students	

St. Tammany Parish 2024-2027

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)	
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)	

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

- Focus on Attendance: School wide WIG
- Utilizing student work to drive instructional decisions such as small group

- Students track their own attendance in individual leadership data binders
- Engage all teachers in utilizing data to identify students in need of intervention, acceleration, extension or other additional support
- Utilizing ILT meetings and PLC meetings to analyze and create a plan of response

2025-26

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
8/6/24	Introduction to small groups	Coaches Coach/Admin made PPT about how to implement small groups	Instructional Coach/ Admin/ visits for observation and support
9/25/24	Small Group Organization	CKLA resources Eureka2 resources Standard Base Information / Resources	Instructional Coach/ Admin/ visits for observation and support Curriculum specialist invited to PLC(10/9 and 10/23)
10/30/24			
10/20/24			
12/18/24			
1/29/24			
2/19/24			
3/27/24			
4/30/24			

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?

Schoolwide Goal

From Fall 2024 to Fall 2027, CIE School will increase the SPS from 61.9 to 67.9 through a focus on math concepts solve problems with any operation

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
61.9	63.9	65.9	67.9
	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS

Assessment Index (AI)

- What is your current AI in –
 - ELA 75.2
 - Math 58.2
 - Science 52.5
 - Social Studies N/A

Progress Index (PI)

- What is your current PI in –
 - ELA -
 - Math -
 - Overall -

St. Tammany Parish 2024-2027

<ul style="list-style-type: none"> ○ Overall 61.9 ● Where are there opportunities for growth? <p>Math: Fluency and problem-solving</p> <p>ELA: Fluency (response DIBELS) and writing</p>	<ul style="list-style-type: none"> ● Where are there opportunities for growth?
<p>Interests and Opportunities (I/O)</p> <ul style="list-style-type: none"> ● What is your current I/O? ● Where are there opportunities for growth? 	<p>DCAI (Jr. Highs ONLY)</p> <ul style="list-style-type: none"> ● What is your current DCAI? ● Where are there opportunities for growth?
<p>ACT Index (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current ACT index? ● Where are there opportunities for growth? 	<p>Strength of Diploma Index (SOD) (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current SOD? <p>How many students/What percent earned-</p> <ul style="list-style-type: none"> ○ 160? ○ 150? ○ 115? ○ 110? ○ 100? <ul style="list-style-type: none"> ● Where are there opportunities for growth?
<p>Graduation Rate (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate? ● Where are there opportunities for growth? 	<p>Graduation Rate Index (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate index?
<p>2025-26 Components of SPS</p>	

St. Tammany Parish 2024-2027

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

St. Tammany Parish 2024-2027

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

St. Tammany Parish 2024-2027

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

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) - Student Empowerment
- Priority Goal #2 (Academics) - Leap- Math percent proficiency
- Priority Goal #3 (Academics) - Dibels At and Above Benchmark

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Chahta-Ima Elementary School will increase the MRA sub-measure of Student Empowerment from 68 to 80 by focusing on student leadership opportunities, goal tracking, and self-directed learning through the implementation of the Leader in Me (LIM) framework and regular use of student data binders.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
74	78		82		86	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there?

- Leader in Me Leadership binders
- 2nd and 3rd grade student ambassadors
- Student jobs in the classroom
- Student Led Conferences

[Purchased Resources to Support Priority Goals](#)

St. Tammany Parish 2024-2027

Professional Development Offered

LIM PD offered by district, Lighthouse meetings

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?

- **Active Participation in Leadership Roles**
 - **Student-led responsibilities:** Students will be seen taking on classroom and school-wide leadership roles, such as organizing activities, managing classroom routines, or leading morning meetings. This could include roles like classroom helpers, peer mentors, or event coordinators.
 - **Student voice in decision-making:** Students will actively contribute to decisions about classroom management, school events, and other aspects of school life, demonstrating confidence in expressing their opinions and ideas.
- **Goal Setting and Tracking**
 - **Regular goal setting:** Students will be setting academic and personal growth goals in their Leader in Me (LIM) Student Data Binders. They will be seen reflecting on their progress, adjusting goals as needed, and taking ownership of their learning.
 - **Tracking progress:** Students will be using data binders or digital tools to regularly track their achievements and challenges in both academic subjects and personal development. They will articulate their progress during one-on-one conferences with teachers or during student-led conferences with their parents.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
100% of classrooms implementing student data binders and utilizing in daily instruction	Will provide materials to teachers to create binders. Brainstormed the routine with students binders then conduct classroom	As of 10/14/24 all K-3rd classrooms have implemented student Leadership binders. As of 10/21/24 all pre-k classrooms	3rd Grade teacher used leadership binders to conduct student-led conferences on 10/16/24	Kindergarten and Second grade teacher/student conferencing on academic and social goals (tracking in student data binders)			

St. Tammany Parish 2024-2027

	visit for support and observe the implementation	have implemented student leadership binders.					
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

We met several times since the beginning of the year. Admin supported teachers in creating a data binder that would support students' achievement through teacher support. Students will take ownership of their learning by tracking their individual achievement data. Teachers will conference with students and parents about how they are doing then or what needs to change to support their success.

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results

St. Tammany Parish 2024-2027

	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 –

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

Quarter 1 Reflection –

Quarter 2 Reflection –

St. Tammany Parish 2024-2027

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Quarter 3 Reflection –

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End of year Reflection –

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Priority Area #2 Goal

From Fall 2024 to Fall 2027, Chahta- Ima Elementary School will increase the LEAP- Math percent proficiency from 37% to 46% through a focus on math fluency (tracked in student binders), math small group instruction, and tracking math assessment.

	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
All Students	37 %	40%	43%	46%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	0%	3%	6%	9%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	0%	3%	6%	9%
		Met Goal?	Met Goal?	Met Goal?

St. Tammany Parish 2024-2027

		Y N	Y N	Y N
Lowest 25% in ELA?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?				
		Met Goal? Y N	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?

- Math fluency
- Small group instruction
- Fluency tracking
- High dosage tutoring
- Formative assessment/
- CIE standard tracking
- District Checkpoints
- I-Ready (online)

[Purchased Resources to Support Priority Goals](#)

Professional Development Offered
Eureka2 district training Eureka walk throughs

I-Ready Professional Development

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?

- **Small Group Collaboration**
 - **Small group instruction:** Students will be working in small groups with peers, receiving targeted support based on their individual needs. You'll see students more engaged, asking questions, and participating in discussions.
 - **Peer learning:** During small group rotations, students will be teaching and learning from each other, explaining their thought processes and reasoning through problems collaboratively.
- **Improved Problem-Solving and Reasoning Skills**
 - **Math discourse:** Students will be verbalizing their mathematical reasoning during class discussions and small group sessions. You will hear them explaining their answers, reasoning through word problems, and exploring different problem-solving strategies.
 - **Use of manipulatives and visuals:** Students will use math manipulatives (blocks, number lines, fraction strips) and visual aids (charts, graphs) to support their understanding of abstract concepts. They will confidently manipulate these tools to demonstrate their thinking.
- **Consistent Goal Setting and Reflection using leadership binders**
 - **Setting and achieving goals:** You will see students setting personal math goals, such as improving their fluency scores or mastering a specific math concept, and celebrating their progress during regular reflection sessions.
 - **Self-assessment:** Students will increasingly engage in self-assessment, reflecting on their learning process, identifying what worked, and making adjustments to improve their performance.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Analyzing the district checkpoints on math standards and CIE standards checks in	The student scores on the district BOY math assessment Kinder: 65% proficient	-Small group implementation in grades K-3rd -Goal tracking in leadership binders, K-3	<u>Boy Math Readiness</u> Kdgn- 64.2% Mastery 1st grade - 72.6% mastery				

St. Tammany Parish 2024-2027

<p>grades 2nd & 3rd to see a 3% growth by the end of the 24-25 school year. In grades K-3rd students will show 3% growth in math fluency.</p>	<p>1st: 70% proficient 2nd: 55% proficient 3rd: 42% proficient</p>	<p>-District checkpoint & CIE Standards Checkpoints growth in grades 2nd and 3rd</p>	<p>2nd grade - 55.1 % Mastery 3rd Grade - 41.9% Mastery <u>CIE Checkpoints</u></p>						
			<p align="center">Met Goal? Y N</p>			<p align="center">Met Goal? Y N</p>			<p align="center">Met Goal? Y N</p>

Quarter 1 Reflection –

The teacher used BOY data from the district assessment to drive instruction and create small group lessons and rotations. Teachers will continue to use the district checkpoints throughout the year. While there has been progress in fluency students are still struggling with mathematical reasoning and modeling.

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

2025-26

St. Tammany Parish 2024-2027

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

St. Tammany Parish 2024-2027

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Spring 2027, Chahta-Ima Elementary will increase the percentage of students At or Above Benchmark on the DIBELS assessment in Kindergarten through 3rd Grade from 38% to 60% by implementing targeted literacy interventions, small group instruction, and ongoing progress monitoring.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	38%	46%	54%	60%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	37%	44%	51%	58%

St. Tammany Parish 2024-2027

		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	55%	62%	69%	76%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?				
		Met Goal? Y N	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?

- Interventions
- Daily small groups
- Heggerty
- High Dosage tutoring
- Oral reading fluency and comprehension
- Tutoring
- Progress Monitoring

[Purchased Resources to Support Priority Goals](#)

Professional Development Offered

Amplify Coaching Sessions
Pre-K Scholastic Coaching
Pre-K District Coaching
School based curriculum coach
Summer Institute for Amplify implementation
Curriculum Specialist

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?

- **Improved Reading Fluency**
 - **Consistent reading practice:** Students will be regularly practicing reading fluency, with increased focus on reading with accuracy, speed, and proper expression. During fluency practice, you will hear students reading aloud confidently, working to read more smoothly with fewer pauses.
 - **Repeated reading strategies:** In all grades, students will engage in repeated reading exercises where they practice reading the same passage multiple times to improve speed and comprehension. You will observe them growing more fluent and accurate with each attempt.
- **Active Participation in Small Group Instruction**
 - **Focused reading groups:** Students will be actively participating in small group instruction tailored to their reading level. These groups will focus on specific skills like phonemic awareness, phonics, fluency, or comprehension based on the students' individual needs.
 - **Engagement in differentiated activities:** You will see students working on differentiated reading tasks that align with their DIBELS data, such as practicing letter sounds in one group, reading short passages for fluency in another, or working on comprehension questions with peers.
- **Ownership of Reading Progress**
 - **Goal setting and reflection:** You will see students actively involved in goal setting for their reading progress. They will use data binders to track their own DIBELS results, set personal goals for improvement, and reflect on their growth. This will empower students to take responsibility for their reading development.
 - **Celebrating achievements:** Students will celebrate their reading milestones, such as increasing their fluency scores or moving to a higher reading level, showing pride in their progress and accomplishments.

St. Tammany Parish 2024-2027

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Kindergarten through 3rd Grade from 38% to 60% as measured by DIBELS	38% of students are at benchmark or above benchmark						
			Met Goal? Y N			Met Goal? Y N	Met Goal? Y N

Quarter 1 Reflection –

During the first quarter of the 2024-2025 school year, we made meaningful strides toward achieving our DIBELS goal of increasing the percentage of students At or Above Benchmark from 38% to 65% by Spring 2027. Through a combination of small group instruction, targeted interventions, and ongoing progress monitoring, early indicators of growth are promising.

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

St. Tammany Parish 2024-2027

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd 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 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results

St. Tammany Parish 2024-2027

	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 –

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?

Chahta Ima Elementary's school's yearly [intervention plan](#)

Chahta Ima's Elementary's [school's literacy plan](#)

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:

- MRA parent survey
- Google Forms after PFE events
- Monthly PTA Meetings
- Newsletter from teachers
- Upcoming dates on the Front Office Newline board and Webpage

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:

- Student Led Conferences
- SWE Night
- Family Literacy and Math Nights
- Dibels and Dinner

2025-26:

St. Tammany Parish 2024-2027

2026-27:

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

2024-25:

- Newsletter from teachers
- Home Connect Letters
- LEAP scores
- JPAMS
- Weekly test folders with classroom assessments

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:

- Classroom buddy
- Meet and Greet
- Open House
- School Tours
- Visit to the middle school

St. Tammany Parish 2024-2027

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
XX		XX	XX	XX									

**St. Tammany Parish 2024-2027
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

***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: Student Led Conferences

Date/Time: 10/16/24

Targeted Priority Area: MRA sub-measure of Student Empowerment from 68 to 80 by focusing on student leadership opportunities, goal tracking, and self-directed learning through the implementation of the Leader in Me (LIM) framework

Number of Participants: all 3rd grade students

Summary of Parent Feedback/Exit Tickets/Survey:

The parent feedback emphasized the empowering nature of the student-led conference, noting their child's confidence in presenting their progress and goals. They suggested offering more guidance on setting specific, achievable goals and increasing parental involvement through workshops. Overall, the parent found the conference valuable and appreciated the teacher's continued support in their child's education.

Event Name: SWE Night

Date/Time: 11/7/24

Targeted Priority Area:

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Event Name: Family Literacy and Math Nights

Date/Time:

Targeted Priority Area:

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Event Name: Dibels and Dinner

Date/Time: 9/24/24

Targeted Priority Area: We made meaningful strides toward achieving our DIBELS goal of increasing the percentage of students At or Above Benchmark

Number of Participants: 40

Summary of Parent Feedback/Exit Tickets/Survey:

DIBELS and Donuts provided valuable insights into student reading progress and allowed parents to connect with teachers and other parents. However, parents reported a desire to see more information on how they can support their children's reading skills at home, perhaps through additional resources or workshops. Overall, it was a fun and informative experience, and the donuts were a nice touch!

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?*

St. Tammany Parish 2024-2027

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?*