

Abita Springs Middle School
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

- | | |
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| <ul style="list-style-type: none"> ● 6th Grade ELA % Proficient grew 6.3 % in 2024 and 10.6% in 2023. ● 5th Grade Math % Proficient grew 11.7 % in 2024 from a 4.6% decline in 2023. ● Cohort of students in math & ELA from 2023 to 2024 grew significantly between 5th and 6th grade. Math grew 8.1 index points. ELA grew 16.7 index points. ● According to our ELA sub-strand data, 6th grade shows a strength in Writing Performance at 81% proficient in 6th grade compared to 48% proficient in 4th grade and 58% proficient in 5th grade. | <ul style="list-style-type: none"> ● The overall assessment index in ELA for all three grades has dropped slightly over the past three years, 2022 (90.2); 2023 (86.1); 2024 (84.9). ● The % proficient for sub-strand “Major Content” dropped 5% points from 44% proficient on LEAP 2025 (2023) to 39% proficient on LEAP 2025 (2024) for all grades, making it the lowest % proficient of all sub-strands. ● 6th grade dropped 25% proficient in “Expressing Mathematical Reasoning” between 2023 & 2024 on the LEAP 2025, from 61% proficient in 2023 to 35% proficient in 2024. ● 4th and 5th grades continue to perform lower than 6th grade in “Writing Performance”. 6th Grade – 81% proficient; 5th Grade -58% proficient; & 4th Grade – 48% proficient on the LEAP 2025 (2024) |
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- The % proficient for sub-strand “Evaluate” in science shows an area that needs improvement at a 35% proficient on LEAP 2025 (2024) across all grade levels.

At-Risk Student Groups

(SWE and ESL data must be included as well as any other potential labeled student group)

- Special Education Subgroup grew in ELA & math from 2023 to 2024. ELA grew from a 41.4 assessment index score to a 52.0 assessment index score. Math grew from a 33.2 assessment index score to a 38.0 assessment index score.
- Hispanic subgroup performed well at 75.4 assessment index in ELA on the LEAP 2025 (2024) assessment.
- English Learner subgroup continues to show as a subgroup as one that needs to improve in ELA. Looking at data on LEAP 2025 for years 2023 & 2024, this group is the lowest performing for assessment index. 2023 (18.8) & 2024 (18.0)
- Despite the fact that our Special Education subgroup has shown improvement from 2023, their assessment index in math for 2024 on LEAP 2025 (2024) is still low at 38.0.
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SCHOOL CULTURE DATA - MRA

(Discipline data must be included as well as the identified recommendations in the MRA report)

- We utilized our behavior interventionists and instructional coach to better manage and be proactive when planning for behavior challenges.
- Our MRA (Measurable Results Assessment) overall score for 2024 was a 73.
- Student Leadership MRA scores increased by 1 point.
- Staff Leadership MRA scores increased 5 points.
- Family & Community Engagement scores increased by 1 point.
- School Culture MRA score for School Climate increased by 6 points.
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- Our total percent of referrals went up from 16.0% (22-23) to 18.5% (23-24).
- Our suspension rate increased from 4.3% to 9.1% in 2024.
- The percent of EL students receiving office referrals increased over the past 2 years.
- According to our MRA results, Supportive Student Environment decreased by 2 points.
- MRA results under academics for Empowering Teachers decreased by 7 points.
- MRA results under academics for students Academic Self Efficacy decreased by 4 points.

2025-26

STUDENT ACHIEVEMENT DATA**All Students****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)**SCHOOL CULTURE DATA - MRA**(Discipline data must 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 must be included as well as any other potential labeled student group)**SCHOOL CULTURE DATA - MRA**(Discipline data must 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

Leadership Goal

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(Examples - engaging students in thinking and problem solving, document-based questioning, or non-fiction writing across the content areas)	(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.	By May 15, 2024, my goal is to increase teacher/staff efficacy by providing collaborative opportunities that include self-reflection and decision making.
2025-26	
2026-27	

LEADERSHIP TEAM LONG-RANGE PLAN

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

Date of ILT	Outcome	Materials	Follow-Up
September 5, 2024	By the end of this meeting, ILT members will review LEAP-Spring 2024 – data and develop a plan for teacher self-reflection and goal setting as it relates to the new SAP plan for the next three years.	-LEAP-Spring 2024 individual teacher scores with school & district scores included. -Subgroup data -Reflection sheet	-Looking at specific grade/subject groups and reflection sheets, in ILT meeting, identify needs and strengths and develop SAP instructional goals
September 26, 2024	By the end of this meeting, ILT meetings will review reflection sheets developed by grade/subject groups and will identify areas of need and strengths, developing specific academic goals for the SAP.	-LEAP-Spring 2024 individual teacher scores with school & district scores included. -Subgroup data -Completed reflection sheets -NEW SAP template	-In PLC meetings, information will be delivered out to teachers related to specific SAP goals -Title I committee will meet to develop specific action items/activities that will be used to reach SAP goals set forth by the ILT committee
October 23, 2024	By the end of this meeting, ILT meetings will review specific weaknesses/strengths as determined by Title I committee – data analysis as per LEAP 2025 (Spring 2024) and MRA data (Spring 2024)	-NEW SAP template with strengths and weaknesses included on plan -MRA data -LEAP data	-In PLC meetings, information to be delivered out to teachers related to specific SAP goals as determined by the ILT committee -Title I committee will me to develop specific activities, plan of action

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			related to SAP goals including PFE activities

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, Abita Springs Middle School will increase the SPS from 83.7 to 85.7 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.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
83.7	84.4	85.1	85.7
	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? 84.9
 - Math? 70.7
 - Science? 70.7
 - Social Studies? -NA
 - Overall? 75.4

Progress Index (PI)

- What is your current PI in –
 - ELA? 104.6
 - Math? 88.6
 - Overall? 96.6

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Where are there opportunities for growth? Science and Math	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?
2025-26 Components of SPS	

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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%? ○ 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 industry?

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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?

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	○ 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 industry? ● 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?

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:

From Fall 2024 to Fall 2027, Abita Springs Middle School will increase the MRA sub-measure Academic Self-efficacy from 74 to 80 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
74	76		78		80	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there?

Leader in Me lessons daily, broadcast on Mondays focusing on 7 Habits, WIG goals monthly and quarterly to promote positive behavior and academic performance, School Lighthouse Committee (Faculty and students) meetings regulary

Purchased Resources to Support Priority Goals

Professional Development Offered

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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?

- student participation in class will improve
- student leadership roles increased
- discipline referrals will decrease
- students will take on more ownership of their learning

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd 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.	NA	NA	After presenting students with schoolwide leadership opportunities, the ILT will compare the number of students in leadership roles from the beginning of the 2nd quarter until the end of the 2nd quarter.		After presenting students with schoolwide leadership opportunities , the ILT will compare the number of students in leadership roles from the beginning of the 3rd quarter until the end of the 3rd quarter.	
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

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Quarter 1 Reflection – NA

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
			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 –

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 –

Quarter 3 Reflection –

End of year Reflection –

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Priority Area #2 Goal

From Fall 2024 to Fall 2027, Abita Springs Middle School will increase their math percent proficient levels in the sub strand “Major Content” from 39% to 45% proficient 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	39% Proficient – Major Content	41% Proficient – Major Content	43% Proficient – Major Content	45% Proficient – Major Content
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	15% Proficient – Major Content			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	0 % Proficient – Major Content			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	NA			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?	0% proficient			

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		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?	NA			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

High Dosage Tutoring for all students basic and below on LEAP 2025 (2024) in math, after school tutoring for 6th grade students in math, use of tier 1 program for math instruction, use of district created checkpoints to monitor student progress and make adjustments, classroom interventions (6th grade, 30 min intervention block for math)

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

Professional Development Offered
Math learning walks, Illuminate, LEAP Data, Growth to Mastery Data Review, High Dosage Tutoring

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?

- Checkpoints will show mastery of skills for more than 39% of students.
- % of students with D or F will improve their report card grade
- Overall classroom engagement and participation increasing

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
% of students with D, or F in math will	Data from 1st quarter report cards	NA	NA	50% of students with D or F on their	51.7% of all students with a D or an F in	50% of students with a D or F on	

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show improvement on their report cards from the 1st quarter report card.	showing the % of students with C, D, or F in math			1st quarter report card will increase their letter grade for the 2nd quarter.	math for the 1st quarter improved their letter grade for the 2nd quarter	their 1st quarter report card will increase or maintain above a D or F for the 3rd Quarter	
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

NA

Quarter 2 Reflection –

According to report card data, 51.7% of all students that had a D or an F in math the 1st quarter improved their letter grade for the second quarter. We are pleased with these results and shows that so far what we have in place is working.

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

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			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

Quarter 1 Reflection –

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Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Abita Springs Middle School will increase their ELA percent strong in the sub strand **“Written Expression”** from 54% to 60% through a focus on analysis of student work and district-created checkpoints to show student growth and success.

	2024 PI/Growth % (Baseline) Written Expression	2025 PI/Growth % Written Expression	2026 PI/Growth % WrittenExpression	2027 PI/Growth % Written Expression
All Students	54%	56%	58%	60%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	18%			

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		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	10%			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA? (Written Expression)	4th=36%;5th = 0%; 6th=0%			
		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?

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, Fire Lessons.

Professional Development Offered

A LEAP Data Dive, Growth to Mastery Data Review, and review of student work used during PLCs to focus on student work with support of curriculum coach, curriculum specialist, and a school administration. Teachers will attend District ELA- EDU 20/20 PD and Curriculum Specialist will give Feedback/ support during visits.

Short Term Wins

- Increase on student quarterly ELA grades
- District checkpoint assessment scores indicate student mastery of grade level standards
- Writing Exit Tickets and Culminating Writing Task scored with Grade Level writing rubrics indicate student proficiency in writing

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
% of students with D, or F in ELA will show improvement on their report cards from the 1st quarter report card.	Data from 1st quarter report cards showing the % of students with D, or F in ELA	NA	NA	50% of students with D or F on their 1st quarter report card will increase their letter grade for the 2nd quarter.	58% of all students with a D or an F in ELA for the 1st quarter improved their letter grade for the 2nd quarter	50% of students with a D or F on their 1st quarter report card will increase or maintain above a D or F for the 3rd Quarter	
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

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NA

Quarter 2 Reflection –

According to report card data, 58% of all students that had a D or an F in ELA the 1st quarter improved their letter grade for the second quarter. We are pleased with these results and shows that so far what we have in place is working.

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
			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 –

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 –

Quarter 3 Reflection –

End of year Reflection –

OTHER SUPPORT

Interventions:

- High Dosage Tutoring
- Spire
- Project Read
- Amira
- Flame lessons
- Fire lessons
- Equip lessons

Intervention plan (attached):

- All math and ELA classes have intervention time built into day
- Specific students receive interventions based on Dibels score, LEAP score, dyslexia characteristics
- During intervention time built into the day, all students work on fire, flame, or equip lessons; Amira, Project Read, or Spire lessons
- High Dosage Tutoring targets those students that scored basic or below and consists of ELA and/or math instruction 30 minutes for 3 days during the week. These students work with a certified tutor, building skills necessary for success.

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?*

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2024-25: Exit Tickets following various PFE Night Events: STEM, Literacy, and LIM; MRA survey

2025-26:

2026-27:

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

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

2024-25: Open House, Meet & Greet, STEM Night (Math goal), Literacy Night (ELA goal), Leader in Me Night (MRA goal)

2025-26:

2026-27:

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

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

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:

- Near the end of each school year, 3rd graders at Abita Elementary are invited to tour our school to help ease the transition between elementary and middle school. They will see classrooms and common areas including gym, cafeteria, and playground. They will be able to interact with teachers and current 4th graders and ask any questions they have. Parents are also welcome to join their children during the tour. We talk about uniforms, car line/bus procedures, and let them know about our “Meet & Greet” that takes place before school begins in the fall.
- Beginning after January, our AP who is over SWE will attend high priority IEPs of 3rd graders at Abita Elementary.
- Our AP and SWEDL meet with Abita Elementary’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 ASM prior to the start of school and our outgoing SWE students’ parents are encouraged to reach out to Fontainebleau Junior High.
- We will have our 6th grade students attend an assembly presented by administration/teachers of Fontainebleau Junior High prior to the end of the school year.
- We will help our 6th graders select electives for 7th grade prior to the end of the school year.
- We will encourage our 6th graders to attend the welcome night event provided by Fontainebleau Junior High.
- SBLC teams meet with each school (incoming and exiting) to coordinate folders and services.
- We encourage 6th grade girls interested in cheerleading or dance team to apply and try out at FJH, and we help them get their applications submitted by the deadlines.
- We recommend potential 6th graders for honors classes and specific electives like Broadcast as requested by FJH.

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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
X	X												

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

