

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

According to 2023-2024 DIBELS data, third grade ended with a high number of 55.5% above the state average that was 52.7% Above/Benchmark

According to 2023-2024 LEAP data, 3rd - 6th grade students have a strength in vocabulary at 51% which is up from the previous year at 44%.

According to 2024 Leap data, 3rd-6th grade students have a strength in modeling and application. 38% of students are proficient.

According to 2023-2024 DIBELS data, kindergarten through 2nd scored below the state percentage.

According to 2023-2024 LEAP data, 3rd - 6th Grade students have a weakness in Written Expression at 43% which is a decrease from the previous year at 51%.

According to 2024 Leap data and iReady diagnostic assessment data, the lowest performing standards are found in the domain operations and algebraic thinking.

At-Risk Student Groups

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

St. Tammany Parish 2024-2027

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| <p>According to 2023-2024 DIBEL data, SWE percentages for kinder and 3rd are above state percent by 4%. ESL percentage Kindergarten - 3rd percentage are higher than the state.</p> <p>According to 2023-2024 LEAP data, our ESL students increased their assessment index from 40% to 50%.</p> <p>According to 2023-2024 Math Leap data, EL students' assessment index grew from 20 to 60.</p> | <p>According to 2023-2024 DIBEL data, 1st and 2nd grade are below the state percentage. ESL percentage for 2nd grade had a lower percentage than the state.</p> <p>According to 2023-2024 ELA LEAP data, our students with exceptionalities are in the 39% range, which places them in the lowest subgroup.</p> <p>According to 2023-2024 Math Leap data, students with exceptionalities have an assessment index of 30.1.</p> <p>According to 2023-2024 Math Leap data, Black or African American students' assessment index is 55.3.</p> |
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SCHOOL CULTURE DATA - MRA

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

| | |
|---|--|
| <p>At the end of the 2023- 2024 school year, we have an overall percentage of 11.8 % of our students with discipline referrals. This decreased 3.67 % overall from last year's overall percentage of 15.47%.</p> <p>According to the 2023- 2024 discipline referral data, of the 184 discipline referrals 86 were black males (not 86 individual males, some referrals were for repeat student offenders) which accounts to 46.7 %. This is a 1.3 % decrease.</p> <p>Between 2023-24, our school climate improved by 12 points according to the Measurable Results Assessment Survey. The staff sees the worth and potential in every student and provides support to each student's needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential.</p> | <p>Additionally, discipline referrals for males in general during the 2023- 2024 school were higher than female counterparts. Of the 184 discipline referrals 147 were males, which accounts to 79.8 %. This is a 0.8 % increase.</p> <p>Between 2023-24, our learners' results on the Measurable Results Assessment Survey displayed a 5 point decline in Social Support within the sub-measure of Empowered Learners. (Students have one or more teachers who provide them with the encouragement and support they need to lead their learning.)</p> |
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St. Tammany Parish 2024-2027

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 <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) | |
|--|---|
| <ul style="list-style-type: none"> ● <i>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?</i> ● <i>What is the leadership goal that was established during the Beginning-of-the-Year conference?</i> | |
| 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 | |
| By 2025, students will engage in multiple forms of expression through reasoning in all content areas. | Katie Singleton |
| 2025-26 | |
| | |
| 2026-27 | |

St. Tammany Parish 2024-2027

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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 |
|-------------|---|---|----------------------|
| 9/5/24 | <ul style="list-style-type: none"> ● discussed data from DIBELS ● discussed data from LEAP 2025 ● Schedule PLCs for the year ● Plan for the 1st quarter of PLCs | <ul style="list-style-type: none"> *Leap 2025 scores *Dibels Data from BOY *Calendar | *Progress monitoring |
| 9/19/24 | <ul style="list-style-type: none"> ● discussed support for CKLA ● Learning walks | * Calendar | |
| 10/10/24 | <ul style="list-style-type: none"> ● discussed how to better support teachers in the classroom with curriculum | | |
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St. Tammany Parish 2024-2027

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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?*

Schoolwide Goal

From Fall 2024 to Fall 2027, _____ School will increase the SPS from ___ to ___ through a focus on ____ (use school improvement focus area listed above).

| 2024 SPS (Baseline) | 2025 SPS | 2026 SPS | 2027 SPS |
|------------------------|------------------|------------------|------------------|
| | | | |
| | 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? 75.3
 - Math? 62
 - Science? 59.4
 - Social Studies? N/A
 - Overall? 65.9
- Where are there opportunities for growth?

Progress Index (PI)

- What is your current PI in –
 - ELA?
 - Math?
 - Overall?
- Where are there opportunities for growth?

St. Tammany Parish 2024-2027

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| <p>small group instruction, peer to peer tutoring, interventions, high-dosage tutoring, professional development, learning walks, Morning Meeting, Leader in Me activities, student-led conferences</p> | |
| <p>Interests and Opportunities (I/O) Katie Singleton</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 align="center">2025-26 Components of SPS</p> | |

St. Tammany Parish 2024-2027

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| <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

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| | <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? |

St. Tammany Parish 2024-2027

| | |
|--|--|
| | <ul style="list-style-type: none"> ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? <ul style="list-style-type: none"> ● 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)** - From Fall 2024 to Fall 2027, Mayfield Elementary School will increase the MRA sub-measure of Empowered Learners (Social Support) from 73 to 90 through a focus on engaging students who are equipped to achieve and entrusted to lead their own learning.
- **Priority Goal #2 (Academics)** - From Fall 2024 to Fall 2027, Mayfield School Kindergarten - 3rd will increase the DIBEL percent from 52% to 61% proficient through a focus on foundational literacy skills.
From Fall 2024 to Fall 2027, Mayfield School grades 3-6 will increase written expression in LEAP ELA percent from 43% to 52% through a focus on Written Expression.
- **Priority Goal #3 (Academics)** - From Fall 2024 to Fall 2027, Mayfield Elementary School will increase the School-wide Math Assessment Index from 62 % to 68% through a focus on students articulating understanding of major content in whole-class, peer-to-peer, and teacher-to-student discourse.

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Mayfield Elementary School will increase the MRA sub-measure of Empowered Learners (Social Support) from 73 to 90 through a focus on engaging students who are equipped to achieve and entrusted to lead their own learning.

| 2024 MRA Score (Baseline) | 2025 MRA Score | | 2026 MRA Score | | 2027 MRA Score | |
|------------------------------|------------------|--------|------------------|--------|------------------|--------|
| | Goal | Actual | Goal | Actual | Goal | Actual |
| 73 | 79 | | 85 | | 90 | |
| | Met Goal? Y N | | Met Goal? Y N | | Met Goal? Y N | |

How are we going to get there?

St. Tammany Parish 2024-2027

- Leadership Portfolios
- Student-Led Conferences
- Empowering Instruction

https://docs.google.com/spreadsheets/d/1ThZQD_fr9x3KWehyC7famp3KJNxUJl-fz6ISGTW_EXc/edit?gid=0#gid=0

Professional Development Offered

Teachers attended the LIM conference

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?

- Leadership portfolios include sections about themselves, WIGs, learning, leadership, and celebrations. Portfolios are innovative and continuously improving our schoolwide system.
- Students will articulate and record the progress of their measurable personal and academic goals.
- Students will take primary ownership of updating, assessing, and reflecting on progress.

| 2024-25 | | | | | | | |
|---|----------|---|------------------|-----------------------------|------------------|-----------------------------|------------------|
| Goal and Data Used | Baseline | 1 st Quarter STW | Results | 2 nd Quarter STW | Results | 3 rd Quarter STW | Results |
| 100 % of students have Leadership Portfolios. | 0% | Students were engaged in Leader In Me lessons with understanding of LIM vocabulary. | | | | | |
| 100% student-led conferences | 0% | | | | | | |
| | | | Met Goal? Y N | | Met Goal? Y N | | Met Goal? Y N |

St. Tammany Parish 2024-2027

Quarter 1 Reflection –

The MFE Lighthouse team is effectively disbursing information to grade-level teams after LIM meetings, and LIM language is being used by teachers and students more fluidly outside of scheduled “Leader In Me” times.

Quarter 2 Reflection –

The effects of LIM can be seen throughout the day with our teachers and students. Mayfield has incorporated LIM into everyday practice with student led lessons in the classroom and activities outside the classroom.

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 –

St. Tammany Parish 2024-2027

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 –

Quarter 3 Reflection –

End of year Reflection –

St. Tammany Parish 2024-2027

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Mayfield School Kindergarten - 3rd will increase the DIBEL percent from 52% to 61% proficient through a focus on foundational literacy skills.

From Fall 2024 to Fall 2027, Mayfield School grades 3-6 will increase written expression in LEAP ELA percent from 43% to 52% through a focus on Written Expression.

| | 2024 DIBEL% Proficient (Baseline) | 2025 DIBEL% Proficient | 2026 DIBEL% Proficient | 2027 DIBEL% Proficient |
|-----------------------------------|--|-------------------------------|-------------------------------|-------------------------------|
| All Students DIBELS | 52% | Goal-55% | Goal-58% | Goal-61% |
| All Students ELA LEAP Data | 75% | Goal-78% | Goal-81% | Goal-84% |
| | | Met Goal? Y N | Met Goal? Y N | Met Goal? Y N |
| | | Met Goal? Y N | Met Goal? Y N | Met Goal? Y N |
| Student Group(s) DIBELS | | | | |
| ELA LEAP | | | | |
| SWE DIBELS | 28% | Goal-31% | Goal-34% | Goal-37% |
| ELA LEAP Data | 39% | Goal-42% | Goal-45% | Goal-40% |
| | | Met Goal? Y N | Met Goal? Y N | Met Goal? Y N |
| EL DIBELS | 52% | Goal-55% | Goal-58% | Goal-61% |
| ELA LEAP Data | 50% | Goal-53% | Goal-56% | Goal-59% |
| | | Met Goal? Y N | Met Goal? Y N | Met Goal? Y N |

St. Tammany Parish 2024-2027

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|--------------------------------------|-----|------------------|------------------|------------------|
| 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? Black/African American | 50% | 53% | 58% | 61% |
| | | Met Goal? Y N | Met Goal? Y N | Met Goal? Y N |

How are we going to get there?

To achieve our DIBEL percentages we will plan in PLC with the curriculum, Learning Walks during the school year, interventions focusing on the area of growth for individual students

To achieve our Written Expression percentages in LEAP ELA we will plan in PLC with the curriculum, Learning Walks during the school year, high dosage tutoring focusing on the area of growth for individual students.

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

Professional Development Offered

Kindergarten - 3rd ELA teachers participate in an Amplify Training for DIBELS; PLC activities

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?

- The success criteria for DIBELS will be the MOY and EOY assessments. Progress monitoring will be done to track the progress of students consistently. Students should be working in interventions that are aligned to our goal and participating in CKLA Skills, CKLA Knowledge, and Heggerty.

St. Tammany Parish 2024-2027

- The success criteria for Written Expression will be the Guidebook Culminating Writing Tasks. Exit Tickets will be evidence of impact. Students should be seen using the R.A.C.E./C.E.R. strategy when answering literary and informational writing questions.

| 2024-25 | | | | | | | |
|---|----------|---|------------------|-----------------------------|---------|-----------------------------|------------------|
| Goal and Data Used | Baseline | 1 st Quarter STW | Results | 2 nd Quarter STW | Results | 3 rd Quarter STW | Results |
| 80% of students regularly participate in intervention and small groups. Observational data will be used to track progress | 20% | students are beginning to work in small groups; students are volunteering to engage in student to teacher discourse | | | | | |
| 80% of students regularly participate in R.A.C.E. writing tasks. Observational data will be used to track progress | 20% | Students are starting to understand the R.A.C.E. /C.E.R. strategy when answering writing tasks. | | | | | |
| | | | Met Goal? Y N | | | Met Goal? Y N | Met Goal? Y N |

Quarter 1 Reflection –

St. Tammany Parish 2024-2027

DIBELS - Intervention groups have been made based on data provided by BOY assessment. Progress monitoring is providing information that is being used to analyze and adjust student groups to ensure our students are progressing toward their goal.

ELA LEAP- High Dosage Tutoring groups have been established based on the state assessments from 2024. Within the tutoring groups, students will receive core writing instruction using the R.A.C.E. strategy.

Quarter 2 Reflection –

DIBELS - intervention groups have provided the support in the students area of need. Progress monitoring has shown improvement with students fluency and provided data to continue moving in the right direction for our students.

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 –

St. Tammany Parish 2024-2027

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 –

Quarter 3 Reflection –

End of year Reflection –

St. Tammany Parish 2024-2027

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Mayfield Elementary School will increase the School-wide Math Assessment Index from 62 % to 68% through a focus on students articulating understanding of major content in whole-class, peer-to-peer, and teacher-to-student discourse.

| | 2024 AI (Baseline) | 2025 AI | 2026 AI | 2027 AI |
|----------------------------|-------------------------------|-------------------------|-------------------------|-------------------------|
| All Students | 62% | | | |
| | | Met Goal? Y N | Met Goal? Y N | Met Goal? Y N |
| Student Group(s) | | | | |
| SWE | 30.1% | | | |
| | | Met Goal? Y N | Met Goal? Y N | Met Goal? Y N |
| EL | 60% | | | |
| | | 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 |

St. Tammany Parish 2024-2027

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|---------------|---------------------------|------------------|------------------|------------------|
| Other? | Black or African American | | | |
| | 55.3% | Met Goal? Y N | Met Goal? Y N | Met Goal? Y N |

How are we going to get there?

To increase our Math Assessment Index we will plan in PLC with the curriculums, Learning Walks during the school year, interventions focusing on the area of growth for individual students, setting goals with students, engaging in reflective conversations with students centered around learning goals.

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

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| Professional Development Offered |
| K-5 teachers participate in an Eureka ² Training, 6th teachers participate in Ready Math Training; PLC activities; Individual coaching |

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 should be using math language and terminology from the mathematical content
- students should actively engage in problem solving
- students reflect on their use of tools and models used for problem solving
- students should be constructing viable arguments and critiquing the reasoning of others

| 2024-25 | | | | | | | |
|---|----------|---|---------|-----------------------------|---------|-----------------------------|---------|
| Goal and Data Used | Baseline | 1 st Quarter STW | Results | 2 nd Quarter STW | Results | 3 rd Quarter STW | Results |
| 80% of students will regularly articulate | 20 % | students are beginning to work in small groups; | | | | | |

St. Tammany Parish 2024-2027

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|---|--|---|------------------|--|------------------|--|------------------|
| understanding of instructional objectives through whole-class, peer-to-peer, and student-to-teacher discourse | | students are volunteering to engage in student to teacher discourse | | | | | |
| | | | Met Goal? Y N | | Met Goal? Y N | | Met Goal? Y N |

Quarter 1 Reflection –

Students are being exposed to Tier 1 curriculum resources everyday during instruction; teachers are planning whole group and small group instruction; teachers are analyzing data to set goals for themselves and to assist students in their individual goal-setting.

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

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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 –

St. Tammany Parish 2024-2027

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?

School Yearly Intervention Plan

https://docs.google.com/document/d/1BBOdSoiZ8O-MoE_dey7TII5a0b5Qq7Kq/edit

School-Wide Literacy Plan

https://docs.google.com/document/d/1kS1iEKRHfWkRy8jtwstnCRr-BNyQqq8zNLrn2k_6gYk/edit

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: To inform parents of the PFE events, flyers are sent home, information on our school webpage, robo call and text. At the end of each event, parents complete an exit ticket with their thoughts of the event. From the feedback, we are able to better plan for the following events.

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: Fall Festival - Feedback from this event indicated that families enjoyed the event and felt that activities were age appropriate, fun, and provided information that was beneficial to student learning. Teachers enjoyed putting this event together and stated that having additional things like face painting and hayrides help promote the event. Some suggestions from families were not having the activities spread so far apart. Next year, we will look at the layout and make a few changes.

Meet N Greet: This event allows for parents and students to see the classroom and drop off materials before the first day of school. Teachers have our Mayfield welcome packet ready for them to complete. This packet includes all the paperwork provided from the district and the emergency card. Families were given a QR code to pay for chromebook insurance at that moment or later in the week. This year our 4th - 6th grade students were able to collect their chromebooks and chargers to be prepared for the 1st day of school. Feedback from this event showed parents liked coming in before school starts and getting their student settled in the classroom. Some families indicated that the time of the vent did not work well for them. Next year, chromebooks will have ben done a little differently since our Destiny system did not correlate with the rosters that we had in JPams.

Jazz Fest: This event accurately reflected the proposed goal which was to highlight all of our amazing artistic talent, showcase our students’ hard work in choir, band, violin, theater, cheer, dance, and pep. In addition to providing parents with educational summer programs by having representatives come from our community to share information. This event was successful in providing both parents and students as they were able to attend performances, eat with local food trucks, find summer camps and view their own work displayed in the hallways. Parents and students were actively engaged with each other and faculty. Based on feedback from last year, we adapted the times for everyone to be able to attend each performance. This year’s feedback indicated that we may need to space performances since some children perform in multiple things. Next year, we may extend the time so families are able to see more summer local options and transition for the students who perform.

2025-26:

2026-27:

St. Tammany Parish 2024-2027

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

2024-25: To inform parents of assessments and progress, teachers will utilize the agendas, Bear Paw Envelopes that go home weekly, Jpams, and communication through email and phone calls. Each grade level will have parent teacher conferences to discuss progress, any assessments passed or upcoming, and curriculum. Robo calls, robo text, and flyers will be used for State testing dates and reminders.

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:

2025-26:

2026-27:

FISCAL PLANNING

Budgets used to support these priority areas

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

DISTRICT ASSURANCES

- I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement events aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high-quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A school-wide action plan with timelines and specific activities for implementing the above criteria
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date

REFLECTIONS

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

Parent and Family Engagement Reflection:

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

Event Name:

Date/Time:

Targeted Priority Area:

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Year 1 Reflections:

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

Year 2 Reflections:

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

Year 3 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*

St. Tammany Parish 2024-2027

- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*