

2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

Whispering Forest 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

DIBELS - 77% of 1st grade students were at or above benchmark at EOY.

DIBELS - 78% of 2nd grade students were at or above benchmark at EOY, while the district was at 60%.

LEAP 2025 - Written Expression grew by 42 percentage points from 2021-2024. Knowledge and use of language grew by 46 percentage points from 2023-2024, and 35 percentage points from 2021-2024.

LEAP 2025 - From 2023-2024, Math Major Content grew by 7 percentage points.

LEAP 2025 - Science Investigate went up 13 percentage points from 2023-2024.

DIBELS - MOY (60% at or above benchmark) to EOY (62% at or above benchmark) for 3rd grade did not show much growth.

LEAP 2025 - From 2021-2024, there was no growth in reading informational texts.

LEAP 2025 - Expressing Mathematical Reasoning dropped by 13 percentage points from 2021-2024.

At-Risk Student Groups

(SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)	
SWE - From 2019-2024, we grew by 32 points in Math and 16 points in Science. From 2023-2024, we grew by 5 points in Math, and 13 points in Science. Economically Disadvantaged - From 2023-2024, we grew by 11 points in ELA, 3 points in Math, and 14 points in Science. EL - On LEAP 2025, grew by 9 points in Math from 2023-2024.	SWE - LEAP 2025, ELA is 31% lower than the Whole School. 2023-2024, ELA index dropped by 10%. Black or African American Students - on LEAP 2025, they scored 31 points lower than the Whole School in Science, and 20 points lower than the whole school in Math. EL - LEAP 2025, in ELA students dropped by 18% from 2023-2024.
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
Discipline - From 2020-2024, our overall referrals dropped by 6%. MRA (Leadership) - Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home. (+7 points) MRA (Culture) - Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to. (+4 points)	Discipline - MRA (Culture) - Staff members find their work meaningful and feel valued, respected, and supported with opportunities to use their strengths, to connect with their passions, and to grow in their role. (-9 points) MRA (Academics) - Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits. (-7 points)
2025-26	
STUDENT ACHIEVEMENT DATA	
All Students	
DIBELS - 77% of 1st grade students were at or above benchmark at EOY DIBELS - 76% of 2nd grade students were at or above benchmark for EOY LEAP 2025 - ELA Growth Index is 59.7%	DIBELS - 3rd grade went from 14% well below benchmark at MOY to 15% well below benchmark at EOY LEAP 2025 - Math assessment index decreased by 13 points from 2024 to 2025

LEAP 2025 - our Black/African American subgroup grew from 66.7 to 86.8 in ELA	LEAP 2025 - ELA assessment index decreased by 0.8 points from 2024 to 2025
LEAP 2025 - our Social Students index grew from 43.4 (2023) to 70.2	
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)	
Economically disadvantaged subgroup assessment index 77.9 in ELA Economically disadvantaged subgroup assessment index 70.5 in Math Economically disadvantaged subgroup assessment index 59.8 in Science Black or African American subgroup assessment index 76.8 Social Studies	Hispanic/Latino subgroup assessment index 53 in ELA Students with Exceptionalities subgroup assessment index 44.8 in Math Students with Exceptionalities subgroup assessment index 35.2 in Science Students with Exceptionalities subgroup assessment index 40 in Social Studies EL subgroup for ELA 26.7 (3 students) EL subgroup for Math 60 (3 students) EL subgroup for Science 33.3 (3 students) EL subgroup for Social Studies 26.7 (3 students)
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
Discipline - 181 referrals over 12.66% of student population Culture is the highest at 81 Staff Voice grew by 11% Community Engagement The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning (+11)	Leadership - Self-Advocacy Students work to overcome barriers, problem-solve, and find solutions on their own and know how to enlist support when needed (-1) Academics - Social Support Students have one or more teachers who provide them with the encouragement and support they need to lead their learning (-2)

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) ● <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>
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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	
Work with teachers during PLCs to plan using backwards design in order to implement expressing mathematical reasoning in their lessons via student writing and oral language.	Capacity Building - I want faculty members to take on more ownership of our school. People are happy here, but are not always willing to go the extra-mile for the betterment of the whole. There are opportunities for staff members to take on something and make it their own, but it rarely happens and when it does, it is usually the same few people who are invested. Leadership Development - Develops the Leadership skills of others by establishing a career pipeline to assure additional responsibilities.
2025-26	
Work to continue growth in our top 25% of students by progress monitoring all students (including MAZE for second grade) monthly and adjust interventions as needed.	Capacity Building - I want faculty members to take on more ownership of our school. People are happy here, but are not always willing to go the extra-mile for the betterment of the whole. There are opportunities for staff members to take on something and make it their own, but it rarely happens and when it does, it is usually the same few people who are invested. Leadership Development - Develops the Leadership skills of others by establishing a career pipeline to assure additional responsibilities.
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
9/30/2024	using data to make decisions regarding interventions	BOY DIBELS data PM data	10/28/2024
10/28/2024	using Science walk-through information to improve Science instruction	Amplify coach notes	Nov. - Jan. (random site walk-throughs for charts)
1/27/2025	used MOY DIBELS data to discuss 25-26 school year, scheduling, and potential intervention shift for Kindergarten; also looked at potential 3rd grade retentions due to Act 422	MOY DIBELS data	continue to monitor progress monitoring data
2/10/2025			
3/31/2025			
4/28/2025			

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, Whispering Forest Elementary School will increase the SPS from 78.6 to 83.0 through a focus on working with teachers during PLCs to plan using backwards design in order to implement expressing mathematical reasoning in their lessons via student writing and oral language.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
78.6	80.0	82.0	83.0
	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 - 81.9
 - Math - 78.6
 - Science - 63.7
 - Social Studies - 43.4 (2023)
 - Overall - 74.7 (without Social Studies)

Progress Index (PI)

- What is your current PI in –
 - ELA - +6.5
 - Math - +2.4
 - Science - +10.6
 - Overall - +6.5

Where are there opportunities for growth? Opportunities for growth are in Math, Science, and Social Studies.	Where are there opportunities for growth? Our overall opportunity for growth would be in Math. Specifically in Expressing Mathematical Reasoning.
Interests and Opportunities (I/O) - What is your current I/O? 149.6 - Where are there opportunities for growth? Ensure that all students have the opportunity to participate in extracurricular activities on campus.	DCAI (Jr. Highs ONLY) - What is your current DCAI? - Where are there opportunities for growth?
2025-26 Components of SPS	
Achieve Index (AI) - What is your current AI in – - ELA - 81.1 - Math - 74.4 - Science - 62.3 - Social Studies - 70.2 - Overall - 74 - Where are there opportunities for growth? Increase our Math assessment index. Increase our Science assessment index; it is considerably lower compared to other assessment indices.	Growth Index (GI) - What is your current GI in – - ELA - 37.9 - Math - 33.1 - Lowest 25% in ELA - 59.7 - Lowest 25% in Math - 44.8 - ELL population - – - Overall - - Where are there opportunities for growth? Adjust interventions throughout the year to address our on-level and higher-level students to increase their growth throughout the year.
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?

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) - Supportive Environment for Staff
- Priority Goal #2 (Academics) - Math - Expressing Mathematical Reasoning
- Priority Goal #3 (Academics) - ELA - Reading & Responding to Informational Text

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Whispering Forest Elementary School will increase the MRA sub-measure Supportive Environment for Staff from 73 to 80 through a focus on Staff Voice and Collective Efficacy.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
73	76	79	78		80	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there?

Provide opportunities for staff to showcase their strengths in a way that could benefit all students. Provide more opportunities for staff to voice concerns and collaborate with others in order to problem-solve for the betterment of the whole school.

Inter-grade level PLC collaboration.

[Purchased Resources to Support Priority Goals](#)

Professional Development Offered

- Leader in Me Coaching
- Book Study - *7 Habits of Highly Effective People*
- PLCs
- Leader in Me Core 2 Training

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?

- developing student lighthouse team
- students taking on more leadership roles within the school day

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
From Fall 2024 to Fall 2027, Whispering Forest Elementary School will increase the MRA sub-measure Supportive Environment for Staff. MRA Survey	73	I believe we have grown even though our number is the same; our number would have been higher had people answered every question; therefore I consider this number as growth. (19)	73	I am pleased with our growth, but I still think we have grown more; people still are not answering all of the questions, which I score as a one, which is the minimum score you can give a question. (27)	76	More faculty and staff continue to participate in our surveys. We are growing in all areas, which is exciting to see.	81
			Met Goal? <u>Y</u> <u>N</u>		Met Goal? <u>Y</u> <u>N</u>		Met Goal? <u>Y</u> <u>N</u>

- give survey quarterly

Quarter 1 Reflection –

19 surveys turned in; discussed how we will use this data and the importance of this data moving forward to encourage more participation. Lots of people skipped questions - will review expectations and make sure people fill out the survey in its entirety. Some people left questions blank because they didn't know what they were asking.

Quarter 2 Reflection –

The increase in our score may be due to an explanation of different components of the survey. Some staff members expressed that they did not understand or know how we involved parents or the community. Other staff members also expressed that they thought they couldn't answer certain questions because they are not classroom teachers; it was explained that they can answer how they work with students in that capacity.

Quarter 3 Reflection –

More faculty and staff continue to participate in our surveys. We are growing in all areas, which is exciting to see.

End of year Reflection –

We had a lot of growth this school year. Our faculty and staff are more invested in Leader in Me and are excited to continue to grow the program next school year.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
78 - MRA Goal for 2026	79	We need to review the components of the MRA at a faculty meeting to remind faculty what each means and	68				

		how they contribute to them at our school. We will also use some time during PLC for teachers to answer the survey. We did not have much participation and some have expressed that it is lengthy.					
			Met Goal? Y <u>N</u>		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

We need to review the components of the MRA at a faculty meeting to remind faculty what each means and how they contribute to them at our school. We will also use some time during PLC for teachers to answer the survey. We did not have much participation and some have expressed that it is lengthy.

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 –							
Quarter 3 Reflection –							
End of year Reflection –							
Priority Area #2 Goal							
From Fall 2024 to Fall 2027, Whispering Forest Elementary School will increase Expressing Mathematical Reasoning from 39 percent proficient (to 52 percent proficient) through a focus on analysis of student work to make instructional decisions in PLCs.							
	2024 Math % Proficient (Baseline)		2025 Math % Proficient		2026 Math % Proficient		2027 Math % Proficient

All Students	39%	Goal - 44% Actual - 50%	Goal - 48%	Goal - 52%
		Met Goal? <u>Y</u> <u>N</u>	Met Goal? <u>Y</u> <u>N</u>	Met Goal? <u>Y</u> <u>N</u>
Student Group(s)				
SWE	60%	Goal - 65% Actual - 44.8%	Goal - 70%	Goal - 75%
		Met Goal? <u>Y</u> <u>N</u>	Met Goal? <u>Y</u> <u>N</u>	Met Goal? <u>Y</u> <u>N</u>
EL	55%	Goal - 60% Actual - 60%	Goal - 65%	Goal - 70%
		Met Goal? <u>Y</u> <u>N</u>	Met Goal? <u>Y</u> <u>N</u>	Met Goal? <u>Y</u> <u>N</u>
Black or African American	49%	Goal - 54% Actual - 66%	Goal - 59%	Goal - 64%
		Met Goal? <u>Y</u> <u>N</u>	Met Goal? <u>Y</u> <u>N</u>	Met Goal? <u>Y</u> <u>N</u>

How are we going to get there?

Use exit tickets to assess expression of mathematical reasoning.

Analyze assessments that include Expressing Mathematical Reasoning at PLCs using district-provided problem solving checklist.

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

Professional Development Offered
Backwards Design in PLC District Curriculum Specialist in PLC

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?

- exit tickets/analysis
- district checkpoints
- student growth
- using expressive vocabulary and sequential steps in their oral language and writing

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
From Fall 2024 to Fall 2027, Whispering Forest Elementary School will increase Expressing Mathematical Reasoning from 39 percent proficient to 52 percent proficient through a focus on analysis of student work to make instructional decisions in PLCs.	74.4%	Students entering Kindergarten are coming to us with adequate math skills. Students exited Kindergarten with the necessary skills to be successful on the first grade math standards. Second grade students are adequately prepared to begin mastering their current	Kindergarten - 75.3% 1st Grade - 86.6% 2nd Grade - 78.7% 3rd Grade - 56.3% Overall: 74.23%	Second grade and third grade percentages grew; third grade has shown great improvement.	Kindergarten -- 1st Grade - 70.1% 2nd Grade - 79.8% 3rd Grade - 73.9% Overall: 74.6%	Third grade students continued to grow throughout the school year.	Kindergarten - 72% 1st Grade - 79% 2nd Grade - 76.2% 3rd Grade - 86.5% Overall: 78.43%

LEAP2025		standards. Students will need remediation to continue to be successful. About half of the third grade students have the necessary skills to be successful with third grade math standards.					
			Met Goal? Y <u>N</u>		Met Goal? Y <u>N</u>		Met Goal? Y <u>N</u>

Quarter 1 Reflection –

Students in grades K through 2 have entered the grade levels prepared to begin learning this year's standards. Some grade levels have more remediation to do with their students.

Quarter 2 Reflection –

Students are showing growth in grades 2 and 3. Students in first grade are progressing, but the percentage has decreased.

Quarter 3 Reflection –

Third grade students have continued to show growth this school year.

End of year Reflection –

Our overall math assessment index significantly decreased. We are still focusing on expressing mathematical reasoning, but overall math skills have shown to be a deficit.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
From Fall 2024 to Fall 2027, Whispering Forest Elementary School will increase Expressing Mathematical Reasoning through a focus on analysis of student work to make instructional decisions in PLCs. This will help to increase our overall math index. LEAP 2025	74.4%	This year, students entering the grade level have adequate skills to begin learning grade level standards.	Kindergarten - 73.3% 1st Grade - 79% 2nd Grade - 76.2% 3rd Grade - 86.5% Overall: 78.8%				
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Our students are prepared for the current grade level standards and curriculum.

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 –

Quarter 3 Reflection –

End of year Reflection –

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Priority Area #3 Goal

From Fall 2024 to Fall 2027, Whispering Forest Elementary School will increase Reading Informational Text from 51 percent proficient to 60 percent proficient through a focus on analysis of student work to make instructional decisions in PLCs.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	51%	Goal - 54% Actual - 51%	Goal - 57%	Goal - 60%
		Met Goal? Y <u>N</u>	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	51%	Goal - 56% Actual - 55%	Goal - 61%	Goal - 66%
		Met Goal? Y <u>N</u>	Met Goal? Y N	Met Goal? Y N
EL	35%	Goal - 40% Actual - 27%	Goal - 45%	Goal - 50%
		Met Goal? Y <u>N</u>	Met Goal? Y N	Met Goal? Y N
Black or African American	67%	Goal - 72% Actual - 87%	Goal - 77%	Goal - 82%

		Met Goal? <u>Y</u> N	Met Goal? Y N	Met Goal? Y N
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How are we going to get there?

Analyze assessments that include Informational Texts at PLCs.

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

Professional Development Offered
District level PD opportunities Curriculum specialists at PLC

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?

- student growth
- cross curricular assessments that include informational texts
- using sources as reference tools

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
From Fall 2024 to Fall 2027, Whispering Forest Elementary School will increase Reading Informational Text from 51	51%	Students are becoming more familiar with the cold reads as they are presented in third grade. Teachers will continue to model test	40%		20.6%		49%

percent proficient to 60 percent proficient through a focus on analysis of student work to make instructional decisions in PLCs. LEAP 2025		taking skills and reading information texts.					
			Met Goal? Y <u>N</u>		Met Goal? Y <u>N</u>		Met Goal? Y <u>N</u>

Quarter 1 Reflection –

Teachers need to do more modeling when it comes to reading informational texts. Students also need more practice with the different types of questions that are presented on cold reads.

Quarter 2 Reflection –

Students continue to need exposure to reading and responding to informational texts. More modeling would be helpful for students to get practice with this skill.

Quarter 3 Reflection –

Students continue to need exposure to reading and responding to informational texts. More modeling would be helpful for students to get practice with this skill.

End of year Reflection –

While the score has increased, it is still below our baseline. Students continue to need practice with reading and responding to informational texts. There is more practice through Science and Social Studies, perhaps these comprehension skills could be practiced across subject areas.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
From Fall 2024 to Fall 2027, Whispering Forest Elementary School will increase Reading Informational Text from 51 percent proficient to 60 percent proficient through a focus on analysis of student work to make instructional decisions in PLCs. LEAP 2025	51%	We expect to see a lot of gains this year from our third grade students.	6.1%				
			Met Goal? Y <u>N</u>		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Our beginning of the year data is concerning. Our third grade teachers will have to spend a considerable amount of time delivering interventions through small group instruction. Students will need lots of modeling to comprehend and respond to informational texts.

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 –

Quarter 3 Reflection –

End of year Reflection –

OTHER SUPPORT

When intervention is needed, how will you support students in need related to the above priority areas? What is your intervention plan? Be sure to include the resources needed for at-risk student groups?

Link/Upload your [school's yearly intervention plan](#) to the district-designated location (Title I schools ONLY).

Link/Upload your [school's literacy plan](#) that includes interventions to the district-designated location (K-3 schools ONLY).

Parent and Family Engagement (PFE) Activities

***Note - At least 3 PFE events must be scheduled EACH year, with at least one PFE event per priority goal area.**

- *How will parents be provided opportunities to give feedback and be included in the implementation of the school advancement plan and its priority areas?*

2024-25: We will send out a survey once the 2024-2027 SAP is uploaded to our website to get feedback from parents. Provide QR codes for parents to provide feedback after each PFE event. All parents are provided with the Home Connect and a flier about activities to do at home to help achieve our priority goals.

2025-26: We will continue to send out surveys to parents regarding our SAP and PFE events. Some parents used the QR codes last year, and we will continue to provide those for parents as well as paper pencil surveys. All parents are provided with the Home Connect and a flier about activities to do at home to help achieve our priority goals.

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

Dibels and Donuts - review test subcomponents and how scores are figured and what they mean. Explain to parents what we do with those scores and strategies they can use at home to help their students grow.

Leader in Me Information Event - we will introduce the Leader in Me language to parents and give an overview of how we plan to implement the program.

LEAP Informational Night - parent explanation of the LEAP test. We go over subtests and test-taking tips for parents to implement at home. Parents look at sample questions to see what their students are expected to do.

2025-26

DIBELS & Beyond - review test subcomponents and how scores are figured and what they mean. Explain to parents what we do with those scores and strategies they can use at home to help their students grow.

Monthly Leader in Me Informational Meetings - parents attend monthly meetings to see their student receive the Student of the Month award. At this time, parents are introduced to Leader in Me and experience a LIM lesson with their child.

LEAP Information Night - parent explanation of the LEAP test. We go over subtests and test-taking tips for parents to implement at home. Parents look at sample questions to see what their students are expected to do.

2026-27

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

2024-25: Access to JPams, progress reports and report cards, HomeConnect letters, Parent/Teacher Conference, grade-level newsletters

2025-26: Access to JPams, progress reports and report cards, HomeConnect letters, Parent/Teacher Conference, grade-level newsletters

2026-27:

Transitions for Incoming and Outgoing Students

Identify your plans for transitioning incoming and outgoing students in the school community.

2024-25: New students are welcomed at our Meet & Greet the day before school starts. New students who begin after the first day of school are toured by our TRT. Students who are exiting the school prior to the end of the year are given an exit packet, and school records are transferred for the family. Third graders leaving Whispering Forest tour Clearwood Junior High. They take a day field trip, and then there is a family night that same evening.

2025-26: New students are welcomed at our Meet & Greet the day before school starts. New students who begin after the first day of school are toured by our TRT. Students who are exiting the school prior to the end of the year are given an exit packet, and school records are transferred for the family. Third graders leaving Whispering Forest tour Clearwood Junior High. They take a day field trip, and then there is a family night that same evening.

2026-27:

FISCAL PLANNING

Budgets used to support these priority areas

[illegible]

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

