

Pontchartrain Elementary 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

#### All Students

**DIBELS- BOY 2024-2025:**

- BOY data for 2024-2025 school year shows 85% of our 3rd grade students are at or above benchmark on composite score.
- BOY data for 2nd grade shows 80% of students were at or above benchmark in composite scores.

**LEAP:2023-2024**

- 3rd grade LEAP Math problem solving scores increased from 63% to 64% in the strong category.
- 3rd grade science LEAP scores increased across the bands from 23-24 school year with an assessment index increase from 74 to a 78.9.
- 3rd grade LEAP scores for English increased in the area of literary text from a 67% to a 68% in the strong category. Knowledge and Use of Language Conventions increased from a 48% to a 70% in the strong category.

**DIBELS- BOY 2024-2025:**

- Composite score for kindergarten has 54% of students below or well-below benchmark.
- Reading Accuracy for 1st grade is 56% of students are below or well-below benchmark.

**LEAP: 2023-2024**

- Over the last three years, the LEAP Data for 3rd grade shows a downward trend in scores for ELA and Math. The assessment index went from a 100.5 to 84.4 in math and from a 99.3 to a 95.6 in ELA.

#### 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**

<p><b><u>LEAP: 2023-2024</u></b></p> <ul style="list-style-type: none"> <li>- Assessment index score for White Subgroup in Science increased from 73.2 to 82.2.</li> <li>- No strengths in our SWE subgroups.</li> </ul>	<p><b><u>LEAP: 2023-2024</u></b></p> <ul style="list-style-type: none"> <li>- Assessment index score for Special Education Classification in ELA decreased from 75.5 to 71.9</li> <li>- Assessment index score for Special Education Classification in math decreased from 79.9 to 62.9</li> <li>- Assessment index score for Special Education Classification in Science decreased from 61.3 to 56.9</li> </ul>
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**SCHOOL CULTURE DATA - MRA**  
 (Discipline data must be included as well as the identified recommendations in the MRA report)

<p><b><u>MRA 2023-2024</u></b></p> <p><b><u>Leadership</u></b></p> <ul style="list-style-type: none"> <li>- Personal Effectiveness increased 8%</li> <li>- School and Family Partnerships increased 3%</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>- Student Empowerment increased 7%</li> <li>- School Climate increased 7%</li> </ul> <p><b><u>Academics</u></b></p> <ul style="list-style-type: none"> <li>- Instructional Efficacy increased 1%</li> </ul>	<p><b><u>MRA 2023-2024</u></b></p> <p><b><u>Leadership</u></b></p> <ul style="list-style-type: none"> <li>- Community Engagement decreased 11%</li> <li>- Family Engagement decreased 5%</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>- Collective Efficacy decreased 4%</li> </ul> <p><b><u>Academics</u></b></p> <ul style="list-style-type: none"> <li>- School goals decreased 3%</li> </ul>
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**2025-26**

**STUDENT ACHIEVEMENT DATA**

**All Students**

<p><b><u>DIBELS - BOY 2025-2026:</u></b></p> <ul style="list-style-type: none"> <li>- BOY data for 2025-2026 school year shows 84% of our 3rd grade students are at or above benchmark on composite score.</li> <li>- BOY data for 2nd grade shows 82% of students were at or above benchmark in composite scores.</li> </ul> <p><b><u>LEAP: 2024-2025</u></b></p> <ul style="list-style-type: none"> <li>- Following the Spring 2025 administration of the LEAP 2025 ELA assessment:</li> </ul>	<p><b><u>DIBELS - BOY 2025-2026:</u></b></p> <ul style="list-style-type: none"> <li>- Composite scores for kindergarten has 61% of students below or well-below benchmark.</li> <li>- Reading Accuracy for 1st grade is 56% of students are below or well-below benchmark.</li> </ul> <p><b><u>LEAP: 2024-2025</u></b></p> <ul style="list-style-type: none"> <li>- Since the Spring 2022 administration of the LEAP 2025 ELA assessment:</li> </ul>
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**St. Tammany Parish 2024-2027**

<ul style="list-style-type: none"> <li>- ELA proficiency increased from 74.1% to 80.7%</li> <li>- Performance in the “Strong” category of the Major Content strand increased from 57% to 62%.</li> <li>- Following the Spring 2025 administration of the LEAP 2025 ELA assessment:             <ul style="list-style-type: none"> <li>- Performance in the “Strong” category of the Major Content strand increased from 57% to 62%.</li> <li>- Performance in the “Strong” category of the Expressing Mathematical Reasoning strand increased from 61% to 70%.</li> <li>- Performance in the “Strong” category of Products &amp; Quotients questions increased from 37% to 45%.</li> <li>- Performance in the “Strong” category of Time, Area, Measurement, and Estimation questions increased from 49% to 57%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Performance in the “Strong” category of the Writing Performance strand has decreased consistently from 81% to 65%</li> <li>- Since the Spring 2022 administration of the LEAP 2025 Mathematics assessment:             <ul style="list-style-type: none"> <li>- Proficiency levels have decreased from 77.5% to 66.2% (mastery or advanced)</li> <li>- Performance in the “Strong” category of the Additional &amp; Supporting Content strand has decreased consistently from</li> </ul> </li> <li>- Following the Spring 2025 administration of the LEAP 2025 ELA assessment:             <ul style="list-style-type: none"> <li>- Performance in the “Strong” category of Reading Performance questions decreased from 73% to 68%.</li> </ul> </li> <li>- Following the Spring 2025 administration of the LEAP 2025 Mathematics assessment:             <ul style="list-style-type: none"> <li>- Performance in the “Strong” category of Fractions questions decreased from 60% to 53%. Additionally, the Fractions questions component consists of the highest percentage of “Weak” performance across other question strands.</li> </ul> </li> </ul>
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**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)

<p><b><u>LEAP: 2024-2025</u></b></p> <ul style="list-style-type: none"> <li>- Assessment index score for Black or African American in ELA increased from 80 to 107.5, which is an increase of 27.5 points.</li> <li>- Assessment index score for Black or African American in Math increased from 56.7 to 90, which is an increase of 33.3 points.</li> <li>- Assessment index score for Special Education Classification in ELA increased from 71.9 to 79.3, which is an increase of 7.4 points.</li> <li>- Assessment index score for Special Education Classification in Math increased from 62.9 to 82.5, which is an increase of 19.6 points.</li> <li>- Assessment index score for Economically Disadvantaged students in Math increased from 64.7 to 77.4, which is an increase of 12.7 points.</li> </ul>	<p><b><u>LEAP: 2024-2025</u></b></p> <ul style="list-style-type: none"> <li>- Assessment index score for Economically Disadvantaged students in ELA decreased from 85.5 to 79.4, which is a decrease of 6.1 points.</li> <li>- Assessment index score for Economically Disadvantaged students in Science decreased from 59.6 to 54.5, which is a decrease of 5.1 points.</li> </ul>
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**SCHOOL CULTURE DATA - MRA**

**St. Tammany Parish 2024-2027**

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

<p><b><u>MRA 2024-2025</u></b>  <b><u>Leadership</u></b>                  - Staff Leadership increased 5%                  - Family &amp; Community Engagement increased 3%  <b><u>Culture</u></b>                  - Supportive Staff Environment increased 4%  <b><u>Academics</u></b>                  - No strengths identified</p>	<p><b><u>MRA 2024-2025</u></b>  <b><u>Leadership</u></b>                  - Community Engagement decreased 11%                  - Family Engagement decreased 5%  <b><u>Culture</u></b>                  - Supportive Student Empowerment decreased 2%  <b><u>Academics</u></b>                  - Empowering Teachers decreased 1%</p>
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**2026-27**

**STUDENT ACHIEVEMENT DATA**

**All Students**

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**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)**

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**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?*

**St. Tammany Parish 2024-2027**

● <i>What is the leadership goal that was established during the Beginning-of-the-Year conference?</i>	
<b>School Improvement Focus Area</b> (Examples - engaging students in thinking and problem solving, document-based questioning, or non-fiction writing across the content areas)	<b>Leadership Goal</b> (Include the one descriptor from one indicator on the Louisiana Leader rubric identified during the Beginning-of-the-Year conference)
<b>2024-25</b>	
<p><b>ELA:</b> 80% of students in grades K-3 will score at or above benchmark on the EOY oral reading fluency component of DIBELS.</p> <p><b>Math:</b> 80% of students will show an increase in mathematical operations and algebraic thinking, focus on fact fluency, as determined by illuminate MOY and EOY assessments.</p> <p><b>Science:</b> 100% of teachers, grades K-3 will unpack, plan and determine common assessments for their grade levels.</p>	<p><b>Indicator:</b> School Mission, Vision, and Goal Setting</p> <p><b>Descriptor:</b> Goal Setting and Monitoring</p>
<b>2025-26</b>	
<p><b>ELA:</b> 87.07% of students in grades K-3 will score at or above benchmark on the EOY oral reading fluency component of DIBELS.</p> <p><b>Math:</b> 89.4% of students will show an increase in mathematical operations and algebraic thinking, focus on fact fluency, as determined by illuminate EOY assessment.</p> <p><b>Attendance:</b> Student attendance rates will increase to 98.9%, as evidenced from the Student Progress Center.</p> <p><b>Leadership:</b> 100% of students will be recognized as an Extraordinary Eagle, Leader of the Month, or have a school-wide job.</p>	<p><b>Indicator:</b> School Mission, Vision, and Goal Setting</p> <p><b>Descriptor:</b> Goal Setting and Monitoring</p>
<b>2026-27</b>	

## LEADERSHIP TEAM LONG-RANGE PLAN

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

Date of ILT	LEARN	PLAN	DO	EVALUATE
<p><b>10/17/25</b></p>	<ul style="list-style-type: none"> <li>• Introduce Five Steps for Effective Learning</li> <li>• Review feedback from district Learning Walks at TMS and share TMS's implementation of the M-A-T-H acronym for Targeted Support during math</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Plus/Delta chart to identify school's current strengths and weaknesses/barriers as it relates to Targeted Support</li> <li>• Introduce M-A-T-H acronym to implement school-wide for math Targeted Support.</li> <li>• Collaboratively identify action steps to take during PLC meetings to support teachers with implementation of M-A-T-H during Targeted Support</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct PLC meetings</li> <li>• Unveil M-A-T-H acronym</li> <li>• Review Math Catalyst and supports currently available through the Great Minds platform.</li> <li>• Provide collaborative work time for teachers to investigate Math Catalyst and share resources for Targeted Support for math.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect feedback from teachers from an ILT survey sent by ILT teachers to identify next steps.</li> </ul>
<p><b>10/31/25</b></p>	<ul style="list-style-type: none"> <li>• Review Five Steps for Effective Learning</li> <li>• Review feedback from district Learning Walks of Targeted Support time from district leadership</li> <li>• Review feedback from teachers regarding their current implementation of stations during Targeted Support for Math (Google Form) – this was the evaluate from the previous ILT meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on the feedback from the Google Form survey, teachers collaboratively, yet independently established plans for PLC meetings (addition to last ILT meeting conversation)</li> </ul>	<ul style="list-style-type: none"> <li>• ILT teachers will be asked to have their team teachers bring one intervention resource and one enrichment resource to the next PLC meeting</li> <li>• Create a virtual/online mode of collecting and gathering resources for interventions and enrichment resources for teachers to easily gather and use.</li> <li>• Conduct PLC meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Collect feedback from teachers following PLC meetings to gauge next steps.</li> <li>• Administrators will continue classroom learning walks and observations to collect data on implementation of the M-A-T-H acronym during Targeted Support time.</li> </ul>

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<p><b>11/14/25</b></p>	<ul style="list-style-type: none"> <li>Review Five Steps for Effective Learning</li> <li>Informally collect feedback from ILT members on their team's experience from PLC meetings</li> </ul>	<ul style="list-style-type: none"> <li>Administrators will utilize ILT member's feedback from the PLAN component of the meeting to help gauge next steps.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback will be used to further support future ILT and PLC meetings</li> </ul>	<ul style="list-style-type: none"> <li>Administrators will continue classroom learning walks and observations to collect data on implementation of the M-A-T-H acronym during Targeted Support time.</li> </ul>
<p><b>1/9/26</b></p>	<ul style="list-style-type: none"> <li>Review Five Steps for Effective Learning</li> <li>Review Big Rock #1: Reading/Literacy Goal, MOY Data</li> </ul>	<ul style="list-style-type: none"> <li>Unveil the January and February family literacy initiative for Lexia usage at home to support school efforts.</li> <li>Teachers were charged with returning to their teams to identify how to organize Targeted Support resources to build a school-wide database of resources.</li> </ul>	<ul style="list-style-type: none"> <li>Return on Friday, November 16, 2026, with grade-level feedback to develop a school-wide system for the organization of resources for Targeted Support.</li> </ul>	<ul style="list-style-type: none"> <li>Return on Friday, November 16, 2026, with grade-level feedback to develop a school-wide system for the organization of resources for Targeted Support.</li> </ul>
<p><b>1/16/26</b></p>	<ul style="list-style-type: none"> <li>Review Five Steps for Effective Learning</li> <li>The need being addressed is creating a database of resources for teachers to go "shop" for student supports for Targeted Support</li> </ul>	<ul style="list-style-type: none"> <li>Based on the feedback from grade-level teachers, the ILT will establish an approach for organizing resources</li> <li>PLC will be developed alongside ILT members to unveil this system and provide time for teachers to collectively gather resources into "stacks" or "groups" of resources.</li> </ul>	<ul style="list-style-type: none"> <li>PLC will be executed to unveil the system.</li> <li>PLC time will be created to allow teachers to have access to their classrooms during PLC to collect, gather, and organize resources based on the school-wide system being implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will return to their teams to seek feedback on PLC, the organization of the resources, and identify next steps.</li> </ul>
<p><b>1/23/26</b></p>				
<p><b>2/6/26</b></p>				
<p><b>2/20/26</b></p>				
<p><b>3/6/26</b></p>				

**St. Tammany Parish 2024-2027**

<b>3/20/26</b>				
<b>4/3/26</b>				
<b>4/17/26</b>				

## 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, Pontchartrain Elementary School will increase the SPS from 95 to 96 through a focus on the oral reading fluency component of DIBELS, mathematical operations and algebraic thinking with a focus on fact fluency, as determined by illuminate MOY and EOY assessments and Science content knowledge as grades K-3 will unpack, plan and determine common assessments for grade levels.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
95	Goal: 95.3 Actual: 93.4	Goal: 95.7 Actual:	Goal: 96.0 Actual:
	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

### 2024-25 Components of SPS

#### Assessment Index (AI): ACHIEVE

- **What is your current AI in – Spring 2024 (Simulated Data)**
  - **ELA** - 74.1
  - **Math** - 68.7
  - **Science** - 47.6
  - **Social Studies** - 36.9

#### Progress Index (PI): GROW

- **What is your current PI in – Spring 2024 (Simulated Data)**
  - **ELA** - 44.9
  - **Math** - 55.3
  - **Science** - 53.6
  - **Social Studies** - 57.9

**St. Tammany Parish 2024-2027**

<ul style="list-style-type: none"> <li>● <b>Where are there opportunities for growth?</b> <ul style="list-style-type: none"> <li>○ Informational Text</li> <li>○ Literary Texts</li> <li>○ Vocabulary</li> <li>○ Operations and Algebraic Thinking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Where are there opportunities for growth?</b> <ul style="list-style-type: none"> <li>○ Implementing a more robust and inclusive special education environment in the regular education setting</li> <li>○ Supporting Economically Disadvantaged students with tutoring opportunities.</li> </ul> </li> </ul>
<p><b>Interests and Opportunities (I/O)</b></p> <ul style="list-style-type: none"> <li>● <b>What is your current I/O: Score 150</b> <ul style="list-style-type: none"> <li>○ <b>TA2</b> - The Arts for all students 60 or more minutes, per week</li> <li>○ <b>E1</b> - Physical Education for all students</li> <li>○ <b>S4</b> - Science- STEM Curriculum</li> <li>○ <b>TA7</b> - Arts and Showcase- St. Tammany Parish Fair</li> </ul> </li> </ul>	
<p><b>2025-26 Components of SPS</b></p>	
<p><b>Achieve Index (AI)</b></p> <ul style="list-style-type: none"> <li>● <b>What is your current AI in – Spring 2025</b> <ul style="list-style-type: none"> <li>○ <b>ELA?</b> 80.7 (+6.6)</li> <li>○ <b>Math?</b> 65.8 (-2.9)</li> <li>○ <b>Science?</b> 41.4 (-6.2)</li> <li>○ <b>Social Studies?</b> 50.3 (+13.4)</li> </ul> </li> <li>● <b>Where are there opportunities for growth?</b> <ul style="list-style-type: none"> <li>○ Informational Text</li> <li>○ Literary Texts</li> <li>○ Vocabulary</li> <li>○ Operations and Algebraic Thinking</li> <li>○ Science support with writing</li> </ul> </li> </ul>	<p><b>Growth Index (GI)</b></p> <ul style="list-style-type: none"> <li>● <b>What is your current GI in –</b> <ul style="list-style-type: none"> <li>○ <b>ELA?</b> 53.1 (+8.2)</li> <li>○ <b>Math?</b> 52 (-3.3)</li> <li>○ <b>Lowest 25% in ELA?</b> 62.9 (9.3)</li> <li>○ <b>Lowest 25% in Math?</b> 52.9 (-5)</li> <li>○ <b>ELL population?</b> N/A</li> </ul> </li> <li>● <b>Where are there opportunities for growth?</b> <ul style="list-style-type: none"> <li>○ Growing the bottom 25% of students in Math</li> </ul> </li> </ul>
<p><b>2026-27 Components of SPS</b></p>	

**St. Tammany Parish 2024-2027**

**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) - Student- Led Practices
- Priority Goal #2 (Academics) - Math- Operations and Algebraic Expression
- Priority Goal #3 (Academics) - ELA- Reading Fluency

### Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Pontchartrain Elementary School will increase the MRA sub-measure student-led practices from 76% to 82% through a shift from “I teach” to “we learn” with a focus on classroom and school leadership roles.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
76%	78%	79%	80%		82%	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

### How are we going to get there?

- Establish school-wide jobs
- Embed student instruction on how to adequately execute school-wide jobs
- Utilize student Lighthouse Team to support morning and afternoon processes
- Assign Student Lighthouse Team to work with the school counselor during Club Days to support students on executing their roles and service projects throughout campus.
- Rotate student-led/school-wide jobs mid-year to allow opportunities for students to take on leadership roles
- Implement new school-wide jobs midyear to provide more opportunities for students to take on leadership opportunities.

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**Professional Development Offered**

**Core 1 Training, Mark McCleod Training, PLC's, In-Person Coaching Days from LIM Coach**

**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?**

- Students will be leading classroom routines, school assemblies, participating in school wide leadership roles and creating classroom mission statements.
- The Student Lighthouse team will create quarterly surveys to push out to school campuses to determine how student-led practices are being used in classrooms and around campus.
- The Student Lighthouse will lead monthly school wide assemblies to celebrate Leaders of the Month, Habit lessons, and school wide initiatives.
- Carline and cafe student leadership jobs will be the baseline for school wide leadership roles to grow from.

2024-25							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
85% of classrooms have student led jobs							
			Met Goal? Y N			Met Goal? Y N	Met Goal? Y N

**Quarter 1 Reflection –**

Teachers were asked at the beginning of the year to work with classes to create a class mission statement and at a minimum 5 class leader jobs. Many teachers stated that their students wanted to have more than 5 jobs and were interested in being a leader in their classroom. Across campus, leadership roles were organically developing. 2nd and 3rd grade car line students asked to create a work schedule for students to be leaders in helping call colors and keeping peers quiet and safe at dismissal. In the cafe, students asked the monitor if student leaders could help with clean up and prep. A schedule of students was created and student leaders support staff and peers in the cafe. Interest in additional opportunities across

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campus are in the works. Our Student Lighthouse team was appointed and have begun to work on monthly assemblies, developing a plan for community outreach projects, and supporting our campus on morning arrival.

### Quarter 2 Reflection –

The Student Lighthouse team created a meeting schedule and worked on updating their mission statement. Across campus they helped to deliver our Lot's of Love shout outs to teachers. Cafeteria leaders have grown and a schedule was made to help monitor student work and attendance. The students love stepping up to help support clean up with the cafe monitor and custodial team. A new leader role was added to each class as the Attendance Leader, who brings the attendance envelope each day to the office to help support our school secretary.

### Quarter 3 Reflection –

Leadership roles in the car line leaders have grown to help support students in the kindergarten hall. 2nd and 3rd grade leaders help ensure students are quiet and follow dismissal expectations. For help with bus dismissal 3rd grade bus leaders were chosen to help hold the bus signs and walk line out to buses with the support from the duty teachers. In classrooms around campus, students have taken ownership of their learning by using their WIG binders to track different data points, from reading goals to responsibility of wearing and bringing their ID's to school every day. Students seeing the data has increased their awareness and eagerness to be leaders in class, participate in discussions, and help support their peers achieve their goals.

### End of year Reflection –

Teachers have empowered more students to play a more proactive role as they apply their knowledge and skill to accelerate and deepen their learning. 79% of our teachers and students reported that they feel comfortable releasing responsibility to allow the students to be leaders in the classroom, in their learning, and across campus. Students in classrooms across campus take their jobs very seriously and enjoy feeling needed and supportive of their teachers and peers. In classrooms, more small group discussions are being utilized during math talk, Leader in Me time, and book talk groups in reading. Allowing the students to take the lead and deepen the conversation, learn from a peer, write down questions they still have, has allowed all students from all levels to feel empowered, heard, and valued. Students enjoy being leaders in the cafe, where they can lead a daily joke, help dismiss classes, and help wipe tables. Students have asked will this job be here next school year? Will there be more school wide roles? These curious questions are helping our school determine how we can grow in a more leadership area and allow teachers to see that students when given the opportunity can rise.

2025-26

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Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
80% of students will be recognized as a Leader of the Month, Extraordinary Eagle, and/or school-wide jobs	0%	20%	24.1%	40%	49.8%	60%	
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

**Quarter 1 Reflection –**

The goal for the 2025–2026 school year is for 80% of students to be recognized through Leader of the Month, Extraordinary Eagle, and/or school-wide job opportunities. At baseline, 0% of students had received formal recognition. By the end of the first quarter STW checkpoint, 20% of students needed to be recognized, however, we exceeded our goal to 24.1%. This early progress indicates that systems for student recognition are being successfully implemented and gaining traction across the school. Leadership opportunities and recognition structures have been intentionally introduced and communicated to staff and students, resulting in increased participation and visibility of student leadership behaviors. While the current percentage remains below the end-of-year target, the steady upward trend demonstrates positive momentum and growing staff buy-in. Moving forward, the focus for Quarter 2 will be on expanding access to recognition opportunities, ensuring equitable representation across grade levels, and increasing the consistency of nominations and job assignments. Continued monitoring of data and intentional celebration of student leadership will support sustained growth toward the 80% goal.

**Quarter 2 Reflection –**

The goal for the 2025–2026 school year is for 80% of students to be recognized through Leader of the Month, Extraordinary Eagle, and/or school-wide job opportunities. At baseline, 0% of students had received formal recognition. By the end of Quarter 1, recognition had increased to 24.1%. At the Quarter 2 STW checkpoint, 49.8% of students have now been recognized. This significant increase from Quarter 1 to Quarter 2 reflects intentional efforts to expand and systematize recognition opportunities across the campus. Grade-level teams increased the frequency of nominations, school-wide jobs were broadened to include more students, and staff demonstrated greater consistency in identifying and celebrating

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leadership behaviors aligned to school expectations. These actions resulted in nearly half of the student population being formally recognized by midyear. While progress has been substantial, the data indicates that continued focus is needed to reach the 80% end-of-year goal. Moving into Quarter 3, the school will prioritize targeted outreach to students who have not yet been recognized, ensure equitable access across grade levels and subgroups, and maintain staff accountability for consistent participation in recognition processes. Continued monitoring and adjustment of practices will support sustained growth and momentum toward achieving the goal.

**Quarter 3 Reflection –**

**End of year Reflection –**

2026-27								
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> 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 –**

**Priority Area #2 Goal**

From Fall 2024 to Fall 2027, Pontchartrain Elementary School will increase literacy proficiency rates from 79% to 88% through a focus on high dosage tutoring, tutoring support, enrichment resources, and the utilization of high quality instructional materials.

	<b>2024 Literacy % Proficient (Baseline)</b>	<b>2025 Literacy % Proficient</b>	<b>2026 Literacy % Proficient</b>	<b>2027 Literacy % Proficient</b>
<b>All Students</b>	79%	<b>Goal: 82%</b> <b>Actual:</b>	<b>Goal: 85%</b> <b>Actual:</b>	<b>Goal: 88%</b> <b>Actual:</b>
		Met Goal? <b>Y</b> N	Met Goal? <b>Y</b> N	Met Goal? <b>Y</b> N
<b>SWE</b>	64%	<b>Goal: 67%</b> <b>Actual: 71%</b>	<b>Goal: 70%</b> <b>Actual:</b>	<b>Goal: 73%</b> <b>Actual:</b>
		Met Goal? <b>Y</b> N	Met Goal? <b>Y</b> N	Met Goal? <b>Y</b> N
<b>EL</b>	83%	<b>Goal: 84%</b> <b>Actual: 71%</b>	<b>Goal: 85%</b> <b>Actual:</b>	<b>Goal: 86%</b> <b>Actual:</b>
		Met Goal? <b>Y</b> <b>N</b>	Met Goal? <b>Y</b> N	Met Goal? <b>Y</b> N

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**How are we going to get there?**

- Utilization of targeted support of all students
- Implementation and utilization of Lexia and Amira as additional resources
- Implementation of PLC meetings to support teachers with interventions and enrichment opportunities
- Student Learning Target conferences to establish rigorous and appropriate goals for students
- Implementation of WIG binders so that students can build buy-in for their academic goals

<b>Professional Development Offered</b>
meetings with curriculum specialist, content leader support, PLC meetings, ILT meetings

**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 will use Lexia and Amira to support their literacy growth
- Small group instruction and high dosage tutoring will support students in areas of need and increase literacy proficiency with skills.
- Amplify benchmark assessments will be used to gather data on student progress.

2024-25							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

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

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By the end of the 2025-2026 school year, 85% of students will be considered "proficient" on the EOY DIBELS assessment.	78%	N/A	N/A	81.5%	80%	85%	
			Met Goal? Y N		Met Goal? Y <b>N</b>		Met Goal? Y N

**Quarter 1 Reflection –**

The goal for the 2025–2026 school year is for 85% of students to score at benchmark or above benchmark on the end-of-year DIBELS assessment and be considered proficient. While no formal DIBELS benchmark data was collected at the end of Quarter 1, the quarter was intentionally focused on establishing strong instructional systems, interventions, and supports to drive student growth in foundational literacy. During Quarter 1, the school implemented structured literacy interventions aligned to student needs, including targeted small-group instruction and high-dosage tutoring for identified students. Universal screening data from the beginning of the year was used to identify students requiring additional support, and intervention schedules were developed to ensure consistent and protected time for literacy instruction. Teachers received ongoing support in the use of data to inform instruction, progress monitoring, and instructional adjustments. Although quantitative progress data is not yet available for Quarter 1, the systems and structures now in place provide a strong foundation for future growth. Moving into Quarter 2, the school will continue high-dosage tutoring, closely monitor student progress through interim assessments and progress monitoring, and adjust instructional supports as needed to ensure students are on track to meet the end-of-year proficiency goal.

**Quarter 2 Reflection –**

The goal for the 2025–2026 school year is for 85% of students to score at benchmark or above benchmark on the end-of-year DIBELS assessment and be considered proficient. At the Mid-Year (MOY) assessment checkpoint, the target was for 81.5% of students to demonstrate proficiency. MOY DIBELS data indicates that 80% of students met or exceeded benchmark expectations. While the school narrowly missed the MOY target, the results reflect strong progress in foundational literacy and validate the effectiveness of the instructional systems and interventions implemented during the first two quarters. High-dosage tutoring, targeted small-group instruction, and consistent use of progress monitoring contributed to the majority of students achieving proficiency. Analysis of the data revealed that students just below benchmark represent a small, targeted group with specific skill gaps that can be addressed through intensified supports. Moving into Quarter 3, the school will focus on refining interventions for students who narrowly missed proficiency, strengthening progress monitoring practices, and ensuring instructional alignment to DIBELS skill deficits. Continued emphasis on fidelity of implementation and data-driven decision-making will be critical to closing remaining gaps and reaching the end-of-year proficiency goal of 85%.

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**Quarter 3 Reflection –**

**End of year Reflection –**

2026-27							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> 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, Pontchartrain Elementary School will increase mathematical proficiency, evidenced by the end of year Eureka Math^2 Benchmark 3 assessment from a 79.2% to an 82.2%.

	<b>2024 PI/Growth % (Baseline)</b>	<b>2025 Math Proficiency %</b>	<b>2026 Math Proficiency %</b>	<b>2027 Math Proficiency %</b>
<b>All Students</b>	Data not available; Assessment Not Given	<b>Goal:</b> Baseline <b>Actual:</b> 79.2%	<b>Goal:</b> 81.7% <b>Actual:</b>	<b>Goal:</b> 82.2% <b>Actual:</b>
		Met Goal? Y N <b>N/A</b>	Met Goal? Y N	Met Goal? Y N
<b>SWE</b>	Data not available; Assessment Not Given	<b>Goal:</b> Baseline <b>Actual:</b> 60.8%	<b>Goal:</b> 61.8% <b>Actual:</b>	<b>Goal:</b> 62.8% <b>Actual:</b>
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
<b>EL</b>	Data not available; Assessment Not Given	<b>Goal:</b> Baseline <b>Actual:</b> 60%	<b>Goal:</b> 61% <b>Actual:</b>	<b>Goal:</b> 62% <b>Actual:</b>
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

**How are we going to get there?**

- Utilization of targeted support of all students
- Implementation and utilization of Reflex and Frax as additional resources
- Implementation of PLC meetings to support teachers with interventions and enrichment opportunities
- Student Learning Target conferences to establish rigorous and appropriate goals for students
- Implementation of WIG binders so that students can build buy-in for their academic goals

**Professional Development Offered**

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meetings with curriculum specialist, content leader support, PLC meetings, ILT meetings

**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?**

2024-25							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

**Quarter 1 Reflection –**

Teachers used the math BOY scores to determine where students strengths and weaknesses were. During PLC, teachers identified students who needed additional support with numeracy and would receive high dosage tutoring. Based on the data, across the campus, students were struggling with numeracy fluency. In 2nd and 3rd grade, students would use Reflex as a fact fluency intervention to support their scores on their weekly assessments and benchmark assessments. Teachers reviewed how to use Illuminate to pull data reports to help support small group needs and areas of additional intervention.

**Quarter 2 Reflection –**

Focus on the district checkpoints data, grades 1 and 2, received support from the district math coach on how to better break down the lessons, understand the vertical alignment of standards, and how to use the data to support students' individual needs. Enrichment classes, such as PE and music, helped support the student's math progress by using common math vocabulary and counting strategies during lessons and games. Increasing the use of the math vocabulary supported students' understanding of operations and algebraic thinking across content.

**Quarter 3 Reflection –**

MOY district checkpoints for our campus showed that 44.6% of students scored exceptional and 21.7% scored proficient. To help support students and parents, we held a STEAM night at school, where parents could interact with their students learning new games and strategies they could use at

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home to support students in math and science. Teachers prepped stations that showcased math vocabulary, fact fluency ideas, word problems, and numeracy support. Students in 2nd and 3rd grade used Reflex to help support fluency.

**End of year Reflection –**

EOY district checkpoint data showed that our students made tremendous growth with math proficiency. Kindergarten had 74.6% of students scored outstanding, first grade had 94.2% of students mastered the content, 2nd grade had 85.8% mastered, and in 3rd grade 90.5% mastered the content. Teachers and students worked hard in small group instructions to intervene on skills needed and high dosage tutoring provided on level support for students. 3rd grade data also showed that 95.9% of students mastered the operations and algebraic standards on the assessment, which should reflect on the LEAP assessment data when available.

2025-26							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
80.2% of students will score proficient or higher on the Eureka <sup>2</sup> Benchmark 3 Assessment.	79.2%	N/A - Checkpoint assessment not administered in the 1st Quarter		79.6%	68.8%	80.2%	
			Met Goal? Y N <b>N/A</b>			Met Goal? Y <b>N</b>	Met Goal? Y N

**Quarter 1 Reflection –**

The goal for the 2025–2026 school year is for 80.2% of students to score at proficient or above on the end-of-year Eureka Math<sup>2</sup> Benchmark 3 assessment. While no formal Eureka Math<sup>2</sup> benchmark data was collected at the end of Quarter 1, the quarter was intentionally focused on establishing strong instructional systems and intervention structures to support student growth in mathematics. During Quarter 1, the school implemented targeted math interventions aligned to student needs, including high-dosage tutoring for identified students and structured small-group instruction during core math blocks. Teachers utilized beginning-of-year data and ongoing formative assessments to identify skill gaps

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and inform instructional planning. Additionally, schedules were adjusted to protect math instructional time, and supports were provided to ensure fidelity to the Eureka Math<sup>2</sup> curriculum and instructional practices. Although quantitative benchmark data was not available for Quarter 1, the systems and supports implemented during this time laid a strong foundation for accelerated learning. These structures positioned students and teachers for improved performance in subsequent quarters.

**Quarter 2 Reflection –**

The goal for the 2025–2026 school year is for 80.2% of students to score at proficient or above on the end-of-year Eureka Math<sup>2</sup> Benchmark 3 assessment. At the end of Quarter 2, 68.8% of students scored proficient or above, as evidenced by the district Checkpoint 1 assessment. The Quarter 2 data reflects meaningful progress and provides an early indicator of the effectiveness of instructional and intervention strategies implemented during the first half of the year. High-dosage tutoring, consistent use of small-group instruction, and increased alignment to Eureka Math<sup>2</sup> instructional practices contributed to over two-thirds of students demonstrating proficiency at this checkpoint. Data analysis indicates that many students who are not yet proficient are close to benchmark and require targeted support in specific skill areas. Moving into Quarter 3, the school will focus on intensifying interventions for students below proficiency, refining instructional practices based on checkpoint data, and strengthening progress monitoring to ensure instructional adjustments are timely and responsive. Continued emphasis on fidelity to curriculum and data-driven decision-making will be critical to closing remaining gaps and achieving the end-of-year proficiency goal of 80.2%.

**Quarter 3 Reflection –**

**End of year Reflection –**

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

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**Quarter 1 Reflection –**

**Quarter 2 Reflection –**

**Quarter 3 Reflection –**

**End of year Reflection –**

## OTHER SUPPORT

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

Literacy Plan for PES: <https://docs.google.com/document/d/1-VDydxTu-PmSD2jyZZZjtVCpUvjj1Nh0/edit>

### Parent and Family Engagement (PFE) Activities

- *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:

2025-26:

- Review the school goals with parents at Open House
- Provide parent updates to school goals throughout the year in the News from the Nest Parent Newsletter
- Post the SAP on the school website

2026-27:

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

2024-25:

2025-26:

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- Open House - September 2025 - families will visit campus, learn about school goals, expectations, and meet their teachers to learn how classroom activities and procedures will be executed.
- Literacy Night - November 2025 - Families will visit campus and engage with hands on activities as it relates to literacy, how to support literacy at home, and how literacy is taught in coordination with the Science of Reading.
- STEAM Night - March 2026 -

**2026-27:**

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

**2024-25:**

**2025-26:**

- Robo Text Messages and Calls
- Teacher Newsletters & Pete's Weekly Papers
- Progress Reports
- SBLC Intervention Meetings
- TAT Intervention Meetings
- PES Curriculum Manual
- PTA Facebook Group
- News from the Nest Parent Newsletter (monthly)

**2026-27:**

### Transitions for Incoming and Outgoing Students

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

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**2024-25:**

**2025-26:**

- Conduct projections meetings in January to identify teacher allotments and assignments.
- Schedule a meeting with Tchefuncte Middle School in April to review admin-to-admin student information and data.
- Schedule SBLC chairperson meeting with TMS in May to review students in SBLC and review their interventions.
- 3rd Grade teachers will complete a TMS placement survey for students in April.
- SWEDL will meet with the TMS SWEDL to review SWE data for student placements in 4th grade.
- Provide Parent Input Survey for Placement for families to provide input on teacher placements for K-3 students for the next school year.
- Schedule and plan a Pre-K and Kindergarten meet and greet program to allow teachers to collect qualitative data to assist with placements of students in classes.
- Allow teachers to provide input on placement of students for the next school year once rosters have been preliminarily set.

**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