

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
<b>2024-25</b>	
<b>STUDENT ACHIEVEMENT DATA - DIBELS &amp; LEAP 2025</b>	
<b>All Students</b>	
At the end of the 2023-2024 school year, 77% of third grade students scored Benchmark or Above on the DIBELS 8th Assessment.	At the end of the 2023-2024 school year, 49% of kindergarten students scored Below Benchmark or Well Below Benchmark on the DIBELS 8th Assessment.
According to Math LEAP2025 data from the 2023-2024 school year, 46% of students in grades 3-8 were strong in the area of Expressing Mathematical Reasoning.	According to Math LEAP2025 data from the 2023-2024 school year, 33% of students in grades 3-8 were strong in Additional and Supporting Content.
<b>At-Risk Student Groups</b> <b>(SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)</b>	
According to LEAP 2025 Data for the 2023-2024 school year, the assessment index for SWE students in Science was 23.8 points lower than general education students.	According to LEAP 2025 Data for the 2023-2024 school year, the assessment index for SWE students in ELA was 34.2 points lower than general education students.
<b>SCHOOL CULTURE DATA - MRA</b> <b>(Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)</b>	
81% of respondents noted a supportive environment for staff.	69% of respondents believed there is support for student goals.

**St. Tammany Parish 2024-2027**

**2025-26**

**STUDENT ACHIEVEMENT DATA**

**All Students**

At the end of the 2024-2025 school year, 85% of first grade students scored Benchmark or Above on the DIBELS 8th Assessment.

At the end of the 2024-2025 school year, 58% of third grade students scored Benchmark or Above on the DIBELS 8th Assessment.

According to Math LEAP2025 data from the 2024-2025 school year, 70% of students in fourth grade scored Mastery or Advanced.

According to Math LEAP2025 data from the 2024-2025 school year, 24% of students in eighth grade scored Mastery or Advanced.

**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)**

According to LEAP 2025 Data for the 2024-2025 school year, the assessment index for SWE students in Math was 21.3 points lower than general education students.

According to LEAP 2025 Data for the 2024-2025 school year, the assessment index for SWE students in Science was 26.8 points lower than general education students.

**SCHOOL CULTURE DATA - MRA**

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

86% of respondents noted the school has annual goals teachers played a meaningful role in creating and everyone is involved in achieving. Progress towards schoolwide goals is regularly tracked, reflected on, and used to make decisions.

71% of respondents believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence.

**2026-27**

**STUDENT ACHIEVEMENT DATA**

**All Students**

<b>At-Risk Student Groups</b> (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)	
<b>SCHOOL CULTURE DATA - MRA</b> (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	

**LEADERSHIP GOAL - PRINCIPAL’S WILDLY IMPORTANT GOAL (WIG)**

- *Based on the above needs assessment and the Beginning-of-the-Year conference, what will be the school improvement area of focus that will impact all academic settings?*
- *What is the leadership goal that was established during the Beginning-of-the-Year conference?*

<b>School Improvement Focus Area</b> (Ex: - 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 BOY conference)
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**2024-25**

<p><b>Cultural Domain (using the data from our MRA survey)</b></p> <ul style="list-style-type: none"> <li>● Priority Goal number 1 is increasing our sub measure of supporting student goals</li> <li>● Priority Goal number 2 is increasing proficiency in ELA (DIBELS)</li> <li>● Priority Goal number 3 is increasing percent proficient in Math through a focus on analysis of student work to make instructional decisions.</li> </ul> <p><b>Data:</b></p> <ul style="list-style-type: none"> <li>- MRA survey at the end of the year</li> <li>- DIBELS data throughout the year</li> <li>- District checkpoints/student work/assessments/LEAP scores for Math.</li> </ul>	<p><b>Instructional leadership is the area of focus. Specifically Teacher Effectiveness through the development and support of teacher and student data gathered through observations, checkpoints/standards based student work, to help in developing the best instructional strategies to meet the needs of the teachers and students.</b></p>
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<b>Overall SPS score should improve with these areas of intentional focus.</b>	
<b>2025-26</b>	
<p><b>Cultural Domain (using the data from our MRA survey)</b></p> <ul style="list-style-type: none"><li>● <b>Priority Goal number 1 is increasing our sub measure of supporting student goals</b></li><li>● <b>Priority Goal number 2 is increasing proficiency in ELA (DIBELS)</b></li><li>● <b>Priority Goal number 3 is increasing percent proficient in Math through a focus on analysis of student work to make instructional decisions.</b></li></ul> <p><b>Data:</b></p> <ul style="list-style-type: none"><li>- <b>MRA survey at the end of the year</b></li><li>- <b>DIBELS data throughout the year</b></li><li>- <b>District checkpoints/student work/assessments/LEAP scores for Math.</b></li></ul> <p><b>Overall SPS score should improve with these areas of intentional focus.</b></p>	<p><b>Instructional leadership is an area I want to focus on. Specifically, Teacher Effectiveness through the development and support of teacher and student data gathered through observations, checkpoints/standards-based student work, to help in developing the best instructional strategies to meet the needs of the teachers and students.</b></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	Outcome	Materials	Follow-Up
September 4, 2024	Discussed 24-25 SAP goals, created a plan for leadership notebook walkthroughs	2024-2025 School Advancement Plan	Create a walkthrough look-for tool, Divide faculty amongst team members
October 2, 2024	Finalized Leadership Notebook Walkthrough Tool and expectations	Leadership Notebook Walkthrough Tool/Google Form	
November 13, 2024	Review Leadership Notebook Walkthrough Data	Leadership Notebook Walkthrough Data	Discuss misunderstood/non-negotiable items at January PD Day.
December 11, 2024	Cancelled		
January 8, 2025	Discuss MOY reflections.	2024-2025 School Advancement Plan	Complete reflections.
February 5, 2025	Cancelled		
March 14, 2025	Discuss student testing incentives	none	create flyer, parent letter, student breakdown, documentation log, PPT for Faculty Meeting and teacher redelivery, announce at Synergy assembly
September 18, 2025	Discussed 2025 LEAP data, BOY DIBELS data, SAP	LEAP data, SAP	Review Subgroup data in our next meeting
October 23, 2025	Discussed Leadership Portfolios		Review observation tool and provide feedback for adjustments

November 20, 2025	Discussed Leadership Portfolios		Conduct assigned walkthroughs by next meeting.
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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, Fifth Ward Jr. High School will increase the SPS from 85.2 to 88.2 through a focus on student goals and analyzing student work to make instructional decisions.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
85.2	84.7		
Goal	+1	+1	+1
	Met Goal? N	Met Goal? Y N	Met Goal? Y N

### 2024-25 Components of SPS

#### Assessment Index (AI)

- What is your current AI in –
  - ELA - 82.5
  - Math - 73.9

#### Progress Index (PI)

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

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<ul style="list-style-type: none"> <li>○ Science - 66.3</li> <li>○ Social Studies -</li> <li>○ Overall - 74.2</li> </ul> <ul style="list-style-type: none"> <li>● Where are there opportunities for growth? Science and Math</li> </ul>	<ul style="list-style-type: none"> <li>○ Overall - 89.5</li> </ul> <ul style="list-style-type: none"> <li>● Where are there opportunities for growth? Math</li> </ul>
<p><b>Interests and Opportunities (I/O)</b></p> <ul style="list-style-type: none"> <li>● What is your current I/O - 99.6% / 149.9 points</li> <li>● Where are there opportunities for growth?</li> </ul>	<p><b>DCAI (Jr. Highs ONLY)</b></p> <ul style="list-style-type: none"> <li>● What is your current DCAI - 144.6</li> <li>● Where are there opportunities for growth?</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>● What is your current AI in –             <ul style="list-style-type: none"> <li>○ ELA? 60.4</li> <li>○ Math? 48.9</li> <li>○ Science? 38.2</li> <li>○ Social Studies? 36.1</li> <li>○ Overall?</li> </ul> </li> <li>● Where are there opportunities for growth? Social Studies</li> </ul>	<p><b>Growth Index (GI)</b></p> <ul style="list-style-type: none"> <li>● What is your current GI in –             <ul style="list-style-type: none"> <li>○ ELA? 56.7</li> <li>○ Math? 48.2</li> <li>○ Lowest 25% in ELA? 67.9</li> <li>○ Lowest 25% in Math? 46.4</li> <li>○ ELL population? N/A</li> <li>○ Overall?</li> </ul> </li> <li>● Where are there opportunities for growth? Lowest 25% in Math</li> </ul>
<p><b>2026-27 Components of SPS</b></p>	
<p><b>Achieve Index (AI)</b></p> <ul style="list-style-type: none"> <li>● What is your current AI in –             <ul style="list-style-type: none"> <li>○ ELA?</li> <li>○ Math?</li> </ul> </li> </ul>	<p><b>Growth Index (GI)</b></p> <ul style="list-style-type: none"> <li>● What is your current GI in –             <ul style="list-style-type: none"> <li>○ ELA?</li> <li>○ Math?</li> </ul> </li> </ul>

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

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- How many students/What percent have-
- Signed military acceptance letter?
  - Service Academy acceptance?
  - Where are there opportunities for growth?

- 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 Goals
- Priority Goal #2 (Academics) - DIBELS
- Priority Goal #3 (Academics) - Math

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**Priority Area #1 Goal:**

From Fall 2024 to Fall 2027, Fifth Ward Junior High School will increase the MRA sub-measure student goal support from 69 to 80 through a focus on setting WIGs and students self-monitoring their progress with teacher support.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
69	73	75	76		80	
	Met Goal? Y		Met Goal? Y N		Met Goal? Y N	

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

- All students will participate in Leader in Me lessons weekly. These lessons will include discussion of the 4DX Model for successful goal setting and monitoring.
- All students will maintain Leadership Notebooks.
- Students will set ELA and Math goals and track their progress towards obtaining the goals.
- Teachers will check notebooks monthly.
- The Leadership and Academic Action Team members will conduct walkthroughs to monitor Leadership Notebooks.
- Teachers will celebrate successes.
- The Culture Action Team will facilitate celebrating students meeting their monthly attendance goals.

Purchased Resources to Support Priority Goals

<b>Professional Development Offered</b>
Teachers will participate in professional development on creating and maintaining Leadership Notebooks.

**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?

- Teachers and students understand their state testing performance results.
- Students have set individual goals.
- Students take an active role in reflecting upon their performance and setting their own goals.

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- Goals for progress-monitoring are set for each student utilizing district checkpoints and other relevant assessments.
- Students can explain their goals and steps they are taking to meet them.

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
100% of classrooms have evidence of individual student goal setting	Will conduct walk-throughs in the 1 <sup>st</sup> nine weeks looking for evidence of student goal setting	Some students have set individual goals.	50% of classrooms had evidence of individual student goal setting.	All students have set individual goals in at least one content area.	100% of classrooms have evidence of individual student goal setting	4th-6th grade students participated in student-led conferences.	All but one student (of the students present at school that day) participated in the conferences. We had VERY positive feedback.
			Met Goal? <b>N</b>			Met Goal? <b>Y</b>	Met Goal? <b>Y</b>

**Quarter 1 Reflection –**

Our SAP team planned and conducted walkthroughs to determine evidence of our current level of implementation.

**Quarter 2 Reflection –**

As a school, we have seen growth with using Leadership Notebooks to set and monitor individual student goals. We plan to support teachers as they continue to develop successful routines and consistently implement expectations.

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**Quarter 3 Reflection –**

Our goal was to have our 4th-6th grade students participate in student led conferences which involved students walking a family member or adult through their Leadership Notebooks. We were able to have all but one student participate in the conferences. Feedback has been very positive. In the future, we would like to include more grade levels in this PFE.

**End of year Reflection –**

We have worked hard this year to set goals with students and monitor the progress towards obtaining the goals. We plan to continue to utilize Leadership Notebooks in the future and continue to refine this process.

**2025-26**

<b>Goal and Data Used</b>	<b>Baseline</b>	<b>1<sup>st</sup> Quarter STW</b>	<b>Results</b>	<b>2<sup>nd</sup> Quarter STW</b>	<b>Results</b>	<b>3<sup>rd</sup> Quarter STW</b>	<b>Results</b>
<b>100% of classrooms have evidence of individual student goal setting AND students self-monitoring their progress with teacher support.</b>	<b>Walk-throughs conducted in the 2nd nine weeks looking for evidence of student goal setting and progress monitoring.</b>	<b>Every student had a binder, created 5 sections within the binder and set ELA and Math goals.</b>	<b>Data not collected yet.</b>	<b>Walkthroughs were conducted to collect data.</b>	<b>Some teachers still are not consistently supporting students in goal setting and self monitoring their progress.</b>		
			<b>Met Goal? N</b>		<b>Met Goal? N</b>		<b>Met Goal? Y N</b>

**Quarter 1 Reflection –**

This year, we made sure to use dividers to create 5 sections within our Leadership Portfolios. It has taken some time for students and teachers to have an understanding of what artifacts go in which section. Students have set goals and we have more student score boards within classrooms and hallways than last year.

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**Quarter 2 Reflection –**

We continue to work to support students with reaching their goals through helping them monitor their progress. Each student has a goal tracker. Our challenge is having all teachers make a point to routinely check Leadership portfolios to monitor progress.

**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 #2 Goal**

From Spring 2024 to Spring 2027, Fifth Ward Junior High School will improve reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS 8th from 64.5% to 70% through a focus on analysis of student data to make instructional decisions.

	<b>2024 % Proficient (Baseline)</b>	<b>2025 % Proficient</b>	<b>2026 % Proficient</b>	<b>2027 % Proficient</b>
<b>All Students</b>	64.5%	66% (70%)	68%	70%
		Met Goal? <b>Y</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Student Group(s)</b>				
<b>SWE</b>	48%	43%		
		Met Goal? <b>N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>EL</b>	57%	100%		
		Met Goal? <b>Y</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Lowest 25% in ELA?</b>	11%	28%		
		Met Goal? <b>N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Lowest 25% in Math?</b>				
		Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>

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

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

- Students will participate in WIN Time 4 days a week for 30 minutes a day. After reviewing data, students are placed in groups according to their area of need. Teachers will monitor student progress and make adjustments to groupings and instruction as needed.

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

<b>Professional Development Offered</b>
Project Read, S.P.I.R.E., Science of Reading, how to analyze DIBELS data and select appropriate lessons in mClass Instruction to maximize growth, Planning phonological awareness and phonics differentiated 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?

- Ideally, students will reach benchmark for their grade level by the end of the year. However, student growth is the ultimate goal. If students are showing progress towards benchmark and/or their individual growth score as indicated in the Growth Outcomes Report in Amplify, interventions would be considered successful.

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
60% of students will score At or Above Benchmark at	We will progress monitor students scoring Below and Well	WIN groups are up and running and students are showing progress.	49% of students scored At or Above Benchmark	The follow percentages represent the number of students showing	58% of students scored At or Above Benchmark at MOY	“Special Readers” have been working hard to provide extra fluency	90/110 students being progressed monitored attained their goal in one or

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<b>MOY and 66% at EOY</b>	<b>Below Benchmark every 2 to 3 weeks</b>			<b>average to well above average growth. K - 68% 1st - 73% 2nd - 33% 3rd 54%</b>		<b>practice for students. We are seeing the progress in the progress monitoring data.</b>	<b>more measures or showed satisfactory progress towards their goal in one or more measures.</b>
			Met Goal? <b>N</b>			Met Goal? <b>N</b>	Met Goal? <b>N</b>

**Quarter 1 Reflection –**

We continue to monitor students who scored below benchmark and well below benchmark. Students have been placed in WIN groups. We discussed progress monitoring data in PLC and adjusted intervention groups as needed.

**Quarter 2 Reflection –**

Although we did not meet our goal, we are pleased with our progress. Teachers at all grade levels met to discuss student scores. K-2 Tier 3 students (and some Tier 2) are receiving additional support weekly from our enrichment teachers working with them on fluency activities. Teachers are working to incorporate more opportunities for small group instruction for our Tier 1 students to ensure they continue to grow.

**Quarter 3 Reflection –**

In January, we started having our “special readers” come in weekly to provide students with extra fluency practice. The growth we are seeing with progress monitoring data leads us to believe that this extra support is helping students.

**End of year Reflection –**

We are very pleased with our EOY data. Both students and teachers worked very hard this year to increase basic literacy skills. We utilized our tutors and “special readers” to help with phonics and fluency. We plan to continue with this next year.

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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
66% of students will score At or Above Benchmark at MOY and 68% at EOY	We will progress monitor students scoring Below and Well Below Benchmark every 2 to 3 weeks	WIN groups are up and running and students are showing progress.	Progress monitoring data shows students are making satisfactory progress towards their goals.	The follow percentages represent the number of students showing average to well above average growth. K - 59% 1st - 73% 2nd - 66% 3rd - 64%	66% of students scored At or Above Benchmark at MOY		
			Met Goal? <b>N</b>		Met Goal? <b>N</b>		Met Goal? <b>Y N</b>

**Quarter 1 Reflection –**

We were able to get our WIN groups up and running by September 9th. Our groups have been meeting 4 days a week for 30 minutes. This year, our TRT created individual groups within Amplify for each WIN teacher to monitor the students within their groups. Students have been showing sufficient progress.

**Quarter 2 Reflection –**

Students continue to show improvement according to progress monitoring data. 66% of our students scored at or above benchmark. Last year at this point, we only had 58% of our students at benchmark. We are very pleased with our progress.

**Quarter 3 Reflection –**

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**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, Fifth Ward Junior High School will increase percent proficient in Math from 46.7% to 52% through a focus on analysis of student work to make instructional decisions.

	<b>2024 % Proficient (Baseline)</b>	<b>2025 % Proficient</b>	<b>2026 % Proficient</b>	<b>2027 % Proficient</b>
<b>All Students</b>	46.7%	48% (46.9%)	50%	52%
		Met Goal? <b>N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Student Group(s)</b>				
<b>SWE</b>	8%	10% (22%)		
		Met Goal? <b>Y</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>EL</b>	0%	10% (25%)		
		Met Goal? <b>Y</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Lowest 25% in ELA?</b>				
		Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Lowest 25% in Math?</b>	0%			
		Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Other?</b>				
		Met Goal?	Met Goal?	Met Goal?

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

Teachers will utilize the Tier 1 math curriculum, Eureka Math<sup>2</sup> and Ready. As needed, students will participate in W.I.N. Time for math.

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

**Professional Development Offered**

Teachers will participate in the Eureka Math<sup>2</sup> and Ready PD opportunities provided by the district throughout the school year.

**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 take district checkpoint assessments, classroom assessments, and iReady Benchmark assessments throughout the year. By analyzing the data, teachers will determine if students are making satisfactory progress and adjust instruction as needed.

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
48% of our students will score in the Meets(On grade level) or Exceeds Expectations (above grade level) range.	We will administer district checkpoints and district provided assessments to progress monitor.	Students needing support are being pulled for WIN as their schedule allows. 3-5 students are using Reflex Math to practice basic skills.	3rd - 6th grade teachers are monitoring Reflex Math usage and 6th - 8th students are using MyPath and setting individual goals.	Students needing support are continuing to be pulled for WIN as their schedule allows. 3rd-5th students are using Reflex Math to	44% of students scored in the Meets(On grade level) or Exceeds Expectations (above grade level) range on the District Checkpoints 1.	Students needing support are continuing to be pulled for WIN as their schedule allows. 3rd-5th students are using Reflex Math to	34% of 6th graders, 23% of 7th graders, and 17% of eighth graders scored ON level on the EOY iReady Assessment

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				practice basic skills.		practice basic skills.	
			Met Goal? Y N		Met Goal? N		Met Goal? N

**Quarter 1 Reflection –**

We feel that with WIN groups addressing math deficits, and the use of iReady MyPath and Reflex Math, our students are showing progress.

**Quarter 2 Reflection –**

Checkpoint data for grades 3 - 5 indicate that students are on track for Mastery on the LEAP test. Grades 6-8 are in the Basic range. We will continue with WIN groups and using the online platforms for support.

**Quarter 3 Reflection –**

We are almost to our goal of 48%. We will continue with WIN groups and using the online platforms for support.

**End of year Reflection –**

We did not meet our EOY goal. Next year, we would like to adjust our master schedule to help give students more instructional time.

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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	Results
48% of our students will score in the Highly Proficient or Proficient achievement ranges.	We will administer district checkpoints and district provided assessments to progress monitor.	Students needing support are being pulled for WIN as their schedule allows. 3-5 students are using Reflex Math to practice basic skills.	K Readiness: 87.5% Proficient  Algebra 1: 0% Proficient	Students needing support are continuing to be pulled for WIN as their schedule allows. 3rd-5th students are using Reflex Math to practice basic skills.	Checkpoint 1 Results as follows:  1st: 61.9% 2nd: 25% 3rd: 26.4% 4th: 29.8% 5th: 28% 6th: 42.9% 7th: 36.4% 8th: 27%  *Percent Proficient		
			Met Goal? N		Met Goal? N		Met Goal? Y N

**Quarter 1 Reflection –**

Students in kindergarten took a readiness assessment at the beginning of the year. 87.5% of students scored proficient. Algebra 1 students took a District checkpoint. No students were proficient. We have reviewed LEAP and Numeracy Data to determine students in need of math support. Those students were placed in WIN groups as available.

**Quarter 2 Reflection –**

Our 1st and 6th grade students are outperforming their peers this quarter. We continue to work with students on math skills during WIN time. Students are also participating in Reflex Math and iReady.

**Quarter 3 Reflection –**

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**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 –**

## 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:

- **General Parent Teacher Conferences** - Teachers meet on an as needed basis to communicate student progress towards goals.
- **School Building Level Committee** meetings are held weekly to discuss opportunities for interventions, screenings, and progress monitoring in areas of need (Behavioral, Social, Academic).
- **IEP Meetings**- Parents/guardians of students with special needs are involved in each child's individual education plan to determine goals, accommodations, minutes, and testing accommodations.
- **Scheduling Committee** - Parents have the opportunity to provide input in scheduling at the end of every school year for academic choices in grades 5th - 8th.
- **PTO Meetings** are held every other month to discuss budgeting, events, academics, and school wide goals. Parents are asked to provide input on all of these areas.
- **SIP/Title 1 Parent meetings** are held to inform and involve parents in the overall school's improvement plan.

#### 2025-26:

- **General Parent Teacher Conferences** - Teachers meet on an as needed basis to communicate student progress towards goals.
- **School Building Level Committee** meetings are held weekly to discuss opportunities for interventions, screenings, and progress monitoring in areas of need (Behavioral, Social, Academic).

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- **SIP/Title 1 Parent meetings** are held to inform and involve parents in the overall school’s improvement plan.

### 2026-27:

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

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

### 2024-25:

- Student Led Parent Conferences
  - In the spring, students in grades 4-6 will lead a Parent Conference to show their progress throughout the first half of the year. Students will “walk” their parents through their Leadership Notebooks, explaining their goals and goal trackers.
- DIBELS & Donuts
  - In the fall, parents will attend an informational meeting about DIBELS. During this meeting, the process for administering the assessment components will be explained. Parents will be given strategies for how they can help their child(ren). They will also be taught how to understand the parent reports.
- Fall Family Fest - October 22, 2024
  - In the fall, parents will be invited to an evening event which will include a focus on math learning activities. This will provide parents with strategies to help their child(ren) with math. Student performances will also take place to showcase our fine arts.

### 2025-26:

- Student Led Parent Conferences
  - In the spring, students in grades 3-7 will lead a Parent Conference to show their progress throughout the first half of the year. Students will “walk” their parents through their Leadership Notebooks, explaining their goals and goal trackers.
- DIBELS & Donuts

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- In the fall, parents will attend an informational meeting about DIBELS. During this meeting, the process for administering the assessment components will be explained. Parents will be given strategies for how they can help their child(ren). They will also be taught how to understand the parent reports.
- Fall Family Fest
  - In the fall, parents will be invited to an evening event which will include a focus on math learning activities. This will provide parents with strategies to help their child(ren) with math. Student performances will also take place to showcase our fine arts.

### 2026-27:

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

### 2024-25:

- Weekly Newsletters
- Weekly Graded Paper Folders - 1st-6th grades
- Report Card Envelopes - All grades send home report card
- Agendas/Planners- All planners go home with each student to communicate with parents regarding student progress (homework, events, assignments, tests).
- Robo Calls made for all important upcoming school wide events/activities
- Statewide Test Results available in JCAMPUS
- Invitations/Flyers
- Marquee Board Announcements on school sign
- Teacher Webpages- Teachers update their webpages on a weekly basis to include information about overall weekly goals/homework.
- Student Progress Center- Parents are able to check student progress at any time to view grades teachers input into JPams (technology grade program)
- Interim Reports- Distributed mid-way through the nine week grading period to inform parents of grade averages that are below satisfactory.
- IEP Progress Reports are sent home quarterly.
- Parents/Caregivers will receive Summer Reading Books to promote reading at home during the summer months.

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- Meet and Greet

### 2025-26:

- Weekly Newsletters
- Weekly Graded Paper Folders - 1st-6th grades
- Agendas/Planners- All planners go home with each student to communicate with parents regarding student progress (homework, events, assignments, tests).
- Robo Calls made for all important upcoming school wide events/activities
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- Parents/Caregivers will receive Summer Reading Books to promote reading at home during the summer months.
- Meet and Greet

### 2026-27:

### Transitions for Incoming and Outgoing Students

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

### 2024-25:

- Bump Day for 2nd through 6th grade students
  - Students in grades 2-6 participate in a transition activity which involves “bump”ing up to the next grade level to learn about what should be expected in the coming school year. Parents are invited to participate.

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- Cub Day at Covington High School
  - Students in 8th grade participate in Cub Day at Covington High to learn more about what is offered for them in 9th grade.

**2025-26:**

- Bump Day for 2nd through 6th grade students
  - Students in grades 2-6 participate in a transition activity which involves “bump”ing up to the next grade level to learn about what should be expected in the coming school year. Parents are invited to participate.
- Cub Day at Covington High School
  - Students in 8th grade participate in Cub Day at Covington High to learn more about what is offered for them in 9th grade.

**2026-27:**

## FISCAL PLANNING

**Budgets** used to support these priority areas

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

## DISTRICT ASSURANCES

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

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date