

Little Pearl Elementary
2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

St. Tammany Parish



This school-wide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all at-risk student groups as well an examination of student, teacher, and school strengths and weaknesses.*
- *Be sure to include both quantitative and qualitative data in your analyses.*
- [Data Analysis Guiding Questions](#)

STRENGTHS

WEAKNESSES

2024-25

STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025, ACT, WORK KEYS, IBCS, GRAD RATE, ETC.

All Students

- | | |
|---|--|
| <ul style="list-style-type: none"> ● 2024-2025 school year, BOY Kindergarten Math District-Created Assessment, 70.5% of Kindergarten students mastered (75%) the Math Readiness Assessment. ● 2024-2025 school year, 52% of our Pre-Kindergarten students (2023-2024 SY) scored At or Above Benchmark on the DIBELS 8th BOY Benchmark. ● 2024-2025 school year, BOY Kindergarten Math District-Created Assessment, 55% of Kindergarten SWE students mastered (75%) the Math Readiness Assessment. | <ul style="list-style-type: none"> ● According to BOY DIBELS 8th data, 71% of all Kindergarten students are Below Benchmark (14%) or Well-Below Benchmark (57%) when looking at their composite scores. ● 2024-2025 school year, 48% of our Pre-Kindergarten students (2023-2024 SY) scored Below or Well Below Benchmark on the DIBELS 8th BOY Benchmark. ● 2024-2025 school year, BOY Kindergarten Math District-Created Assessment, 33% of Kindergarten ELL students mastered the Math Readiness Assessment. |
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At-Risk Student Groups

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

SWE:

- 55% of our SWE population scored at or above benchmark on our MOY DIBELS assessment.

EL:

- 50% of our EL population scored at or above benchmark on our MOY DIBELS assessment.
- On the Spring 2024 ELPT, 50% of Kindergarten students scored progressing.

SWE:

- 64% of our SWE population scored below or well below in the area of Word Reading on the MOY DIBELS assessment.

EL:

- 75% of our EL population scored below or well below in the area of Word Reading on the MOY DIBELS assessment.
- On the Spring 2024 ELPT, 50% of Kindergarten students scored emerging.

SCHOOL CULTURE DATA - MRA

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

- During the 2023-2024 school year, there were 0 discipline referrals.
- According to the MRA, School Culture Domain was the highest area with a score of 82 out of 100.
- Sub-areas of School Culture Domain included the following:
 - Supportive Environment for Staff with a score of 79 out of 100.
 - Supportive Environment for Students with a score of 82 out of 100.

- According to the MRA, Leadership Domain was the lowest area with a score of 77 out of 100.
- Weak sub-areas of Leadership included the following.
 - Staff Leadership: Interpersonal Effectiveness with a score of 74 out of 100.

2025-26

STUDENT ACHIEVEMENT DATA

All Students

- | | |
|---|---|
| <ul style="list-style-type: none"> • 2025-2026 school year, BOY Kindergarten Math District-Created Assessment, 79% of Kindergarten students mastered (70%) the Math Readiness Assessment. • 2025-2026 school year, 34% of our Pre-Kindergarten students (2024-2025 SY) scored At or Above Benchmark on the DIBELS 8th BOY Benchmark. • 2025-2026 school year, BOY Kindergarten Math District-Created Assessment, 65% of Kindergarten SWE students mastered (75%) the Math Readiness Assessment. | <ul style="list-style-type: none"> • According to BOY DIBELS 8th data, 80% of all Kindergarten students are Below Benchmark. (21%) are Below and (59%) are Well-Below Benchmark when looking at their composite scores. • 2025-2026 school year, 66% of our Pre-Kindergarten students (2024-2025 SY) scored Below or Well Below Benchmark on the DIBELS 8th BOY Benchmark. • 2025-2026 school year, BOY Kindergarten Math District-Created Assessment, 25% of Kindergarten ELL students mastered the Math Readiness Assessment. |
|---|---|

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>SWE:</p> <ul style="list-style-type: none"> • 17% of our SWE population scored at or above benchmark on our BOY DIBELS assessment. <p>EL:</p> <ul style="list-style-type: none"> • 0% of our EL population scored at or above benchmark on our BOY DIBELS assessment. • On the Spring 2026 ELPT, ____% of Kindergarten students scored progressing. | <p>SWE:</p> <p>83% of our SWE population scored below or well below in the area of Word Reading on the BOY DIBELS assessment.</p> <p>EL:</p> <ul style="list-style-type: none"> • 13% of our EL population scored below or well below in the area of Word Reading on the BOY DIBELS assessment. • On the Spring 2026 ELPT, ____% of Kindergarten students scored emerging. |
|---|--|

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SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
• During the 2024-2025 school year, there were 0 discipline referrals. • According to the MRA, Leadership Domain was the highest area with a score of 84 out of 100 which represents a 7 point growth in that domain from the 2023-2024 school year. • Sub-areas of Leadership Domain included the following: ○ Student Leadership with a score of 92 out of 100 which represents an 18 point growth from 74 to 92 . ○ Staff Leadership with a score of 82 out of 100 which represents a 3 point growth from 79 to 82.	• According to the MRA, Academic Domain was the lowest area with a score of 82 out of 100. • Weak sub-areas of Academics included the following. ○ Empowering Teachers: Instructional Efficacy with a score of 81 out of 100.
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)	

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LEADERSHIP GOAL - PRINCIPAL'S WILDLY IMPORTANT GOAL (WIG)

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

School Improvement Focus Area

(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

Domain: School Mission, Vision, and Strategic Goal Setting

Indicator: Goal Setting and Monitoring

- Students will grow in early literacy foundational skills by demonstrating academic progress on the DIBELS 8th Assessment, MClass, Wildly Important Goals (WIGS) Data, Classroom District-Created Assessments, Curriculum-Based Assessments, Intervention Data, and High Dose Tutoring Data

Goal: Using Student Data to Guide Instruction

Indicator: Goal Setting and Monitoring

Descriptor: Systematically enlists teachers to analyze student data and student work to monitor attainment of goals and to guide and inform instruction.

- Use BOY data to create class Wildly Important Goals (WIGS)
- Utilize PLC, ILT to analyze student data (including student work samples), determine interventions (Below/Well-Below and/or enrichment (Benchmark/Above Benchmark), progress monitoring data to determine student growth
- Analyze student data (DIBELS 8th Assessment, MClass, Wildly Important Goals (WIGS) Data, Classroom District-Created

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	Assessments, Curriculum-Based Assessments, Intervention Data, and High Dose Tutoring Data) • Backwards design of curriculum lessons during PLC • As a result of analyzing these data points, there should be an increase in test scores and student achievement
2025-26	
Domain: School Mission, Vision, and Strategic Goal Setting Indicator: Goal Setting and Monitoring • Students will grow in early literacy foundational skills by demonstrating academic progress on the DIBELS 8th Assessment, MClass, Wildly Important Goals (WIGS) Data, Classroom District-Created Assessments, Curriculum-Based Assessments, Intervention Data, and Targeted Support Data • Students will be engaged in Thinking and Problem Solving as evidenced by teachers' NIET Refinement areas	Domain: School Mission, Vision, and Strategic Goal Setting Indicator: Goal Setting and Monitoring Justification: While our school has established goals aligned to the school mission, vision, and strategic goal setting, LPE's current goal-setting and monitoring practices can be improved. Strengthening this area would ensure that school-wide and classroom level goals are both rigorous and actionable, with data/progress that is routinely tracked to address academic gaps. If this is done with fidelity, student achievement should increase. • Use student data to create class Wildly Important Goals (WIGS) • Utilize PLC, ILT to analyze student data (including student work samples), determine Targeted Support (Below/Well-Below) and/or enrichment (Benchmark/Above Benchmark), progress monitoring data to determine student growth • Analyze student data (DIBELS 8th Assessment, MClass, Wildly Important Goals (WIGS) Data, Classroom District-Created Assessments, Curriculum-Based Assessments, Intervention Data, and Targeted Support Data) • Backwards design of curriculum lessons during PLC
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
9/12/2024	- Reviewed SAP Goals - Discussed School-Wide Data: DIBELS, MRA Results	- SAP - MRA Data - DIBELS BOY Data	- Next ILT 10/10/2024 - Make sure teachers have BOY Math Data inputted into Illuminate
10/10/2024	- Reviewed SAP Goals - Connect School-Wide WIGs to SAP - Discussed School-Wide Data: Kindergarten District BOY Math Assessment, MRA Results	- SAP - MRA Data - District Math BOY Data (Illuminate)	- Next ILT 11/14/2024 - Make sure all teachers have inputted Classroom WIG Data into Google Classroom for September and October
11/14/2024	- Reviewed SAP Goals - Discussed School-Wide Data: Classroom WIGs	- SAP - MRA Data - Classroom WIG Data (LPE Leader in Me Google Classroom)	- Next ILT 12/12/2024 - Make sure all teachers have inputted Classroom WIG Data into Google Classroom for November
12/12/2024	- Inputted Data into SAP - Discussed School-Wide Data: DIBELS MOY - Reviewed and Revised Intervention Groups and High Dose Tutoring Groups based upon MOY needs	- SAP - MRA Data - DIBELS MOY Data - High Dose Tutoring Binders - Class Schedules	- Next ILT 1/16/2025 - Make sure all teachers have inputted Classroom WIG Data into Google Classroom for December
1/16/2025	Reviewed SAP Goals	SAP	Next ILT 2/13/2025

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	Discussed School-Wide Data: Classroom WIG progress & changes	- MRA Data - Classroom WIG Data from Google Classroom Table	Make sure all teachers have inputted Classroom WIG Data into Google Classroom for January
2/13/2025	- Reviewed SAP Goals - Discussed School-Wide Data: Kindergarten Math MOY District Assessment	- SAP - MRA Data - Math MOY Data from Illuminate	- Next ILT 3/13/2025 - Make sure all teachers have inputted Classroom WIG Data into Google Classroom for February
3/13/2025	- Reviewed SAP Goals - Discussed School-Wide Data: DIBELS progress monitoring student progress toward EOY goals	- SAP - MRA Data - DIBELS Progress Monitoring Data	- Next ILT 4/10/2025 - Make sure all teachers have inputted Classroom WIG Data into Google Classroom for March
4/10/2025	- Reviewed SAP Goals - Discussed School-Wide Data: DIBELS EOY Results	- SAP - MRA Data - DIBELS EOY Performance Data	- Next ILT 5/8/2025 - Make sure all teachers have inputted Classroom WIG Data into Google Classroom for April
5/8/2025	- Reviewed SAP Goals - Review Feedback from Mark McLeod visit - Discussed School-Wide Data:		
9/22/2025	- Reviewed SAP Goals - Discussed School-Wide Data: DIBELS, MRA Results	- SAP - MRA Data - DIBELS BOY Data	- Next ILT 10/6/2025 - Make sure teachers have BOY Math Data inputted into Illuminate
10/6/2025	- Reviewed SAP Goals - Discussed School-Wide Data: Kindergarten District BOY	- SAP - MRA Data	- Next ILT 11/3/2025 - Make sure all teachers have inputted Classroom WIG

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	Math Assessment, MRA Results, DIBELS	- District Math BOY Data (Illuminate) - DIBELS BOY Data	Data into Google Classroom for September
11/3/2025	- Reviewed SAP Goals - MRA Data: Create School-Wide Staff Survey to obtain faculty/staff input about events	- SAP - MRA Data	Next ILT 12/1/2025
12/1/2025	- Reviewed SAP Goals - Reviewed 2025-2026 Budget (Technology and Instructional) - Discussed implementation of a mini Leader in Me Symposium at LPE to support our families (April)	- SAP - MRA Data - Budget	Next ILT 1/5/2026
1/5/2026	- Reviewed SAP Goals - Theme for LPE Leader In Me Mini Symposium - Brainstormed possible date and habit activities for the Symposium	- SAP - MRA Data - Budget - PFE Funds for LIM Mini Symposium	Next ILT 2/2/2026
2/2/2026			Next ILT 3/2/2026
3/2/2026			Next ILT 4/7/2026
4/7/2026			Next ILT 5/4/2026
5/4/2026			

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, Little Pearl Elementary School will increase the SPS from 87.2 to 93.0 through a focus on early literacy foundational skills.

2024 SPS (Baseline)	2025 SPS		2026 SPS		2027 SPS	
87.2	Goal	Actual	Goal	Actual	Goal	Actual
	89.0	84.7	91.0		93.0	
	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?
 - Math?
 - Science?
 - Social Studies?
 - Overall?

Progress Index (PI)

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

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● Where are there opportunities for growth?	
Interests and Opportunities (I/O) ● What is your current I/O? ○ STPPS Fair Booth ○ The Arts- School offers 45 minutes of art instruction to students per week ○ Physical Education is offered each week ● Where are there opportunities for growth? 150 out of 150 points obtained. Teachers will continue to learn more about the science curriculum through professional development opportunities offered through the district.	DCAI (Jr. Highs ONLY) ● What is your current DCAI? ● Where are there opportunities for growth?
ACT Index (High Schools ONLY) ● What is your current ACT index? ● Where are there opportunities for growth?	Strength of Diploma Index (SOD) (High Schools ONLY) ● What is your current SOD? How many students/What percent earned- ○ 160? ○ 150? ○ 115? ○ 110? ○ 100? ● Where are there opportunities for growth?

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Graduation Rate (High Schools ONLY) • What is your current grad rate? • Where are there opportunities for growth?	Graduation Rate Index (High Schools ONLY) • What is your current grad rate index?
2025-26 Components of SPS	
Achieve Index (AI) • What is your current AI in – ○ ELA? ○ Math? ○ Science? ○ Social Studies? ○ Overall? • Where are there opportunities for growth?	Growth Index (GI) • What is your current GI in – ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall? • Where are there opportunities for growth?
Thrive Index (TI) (High Schools ONLY) • What is your current overall TI? • Where are there opportunities for growth?	Readiness on Nationally Recognized Exams (High Schools ONLY) • What is your current percentage of students earning at least- ○ ACT of 20? ○ SAT of 1040? ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? • Where are there opportunities for growth?

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University Accelerator (High Schools ONLY) • What is your current overall percentage? • Where are there opportunities for growth?	Career Accelerator (High Schools ONLY) • What is your current overall percentage? How many students/What percent earned- ○ Basic bundle + internship? ○ Advanced credential + internship? ○ 2 years of FF-aligned registered apprenticeship? ○ Certificate of technical studies in a high wage/high demand industry? • Where are there opportunities for growth?
Service Accelerator (High Schools ONLY) • What is your current overall percentage? How many students/What percent have- ○ Signed military acceptance letter? ○ Service Academy acceptance? • Where are there opportunities for growth?	Graduation Rate (High Schools ONLY) • What is your current grad rate? • Where are there opportunities for growth?
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?

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	Where are there opportunities for growth?
Thrive Index (TI) (High Schools ONLY) - What is your current overall TI? - Where are there opportunities for growth?	Readiness on Nationally Recognized Exams (High Schools ONLY) - What is your current percentage of students earning at least- - ACT of 20? - SAT of 1040? - CLT of 67? - WorkKeys Gold? - ASVAB (AFQT) of 59%? - Overall? - Where are there opportunities for growth?
University Accelerator (High Schools ONLY) - What is your current overall percentage? - Where are there opportunities for growth?	Career Accelerator (High Schools ONLY) - What is your current overall percentage? How many students/What percent earned- - Basic bundle + internship? - Advanced credential + internship? 2 years of FF-aligned registered apprenticeship? - Certificate of technical studies in high wage/high demand industry? - Where are there opportunities for growth?
Service Accelerator (High Schools ONLY) - What is your current overall percentage? How many students/What percent have- - Signed military acceptance letter?	Graduation Rate (High Schools ONLY) - What is your current grad rate? - Where are there opportunities for growth?

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○ Service Academy acceptance? ● Where are there opportunities for growth?	
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PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

In order to grow the SPS, identify 1 culture and 2 academic core areas that will be a priority for the next three years. Create a goal for each priority area that includes an aligned focus area that is connected to the leadership goal. *Note: The focus area can be the same for all three goals or slightly different.*

- **Priority Goal #1 (Culture)** - From Fall 2024 to Fall 2027, Little Pearl Elementary School will increase the MRA sub-measure “Supportive Environment for Staff” from 79% to 85% through a focus on Collective Efficacy.
- **Priority Goal #2 (Academics)** - From Fall 2024 to Spring 2025, Little Pearl Elementary School will increase the Math Proficiency from 68.3% to 74% through a focus on Kindergarten Standards in Counting and Cardinality (K.CC)
- **Priority Goal #3 (Academics)** - From Fall 2024 to Spring 2025, Little Pearl Elementary School will increase the number of students scoring At Benchmark or Above Benchmark on the DIBELS 8th from 29% (at BOY) to 65% (at EOY) through a focus on early literacy skills.

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Little Pearl Elementary School will increase the MRA sub-measure “Supportive Environment for Staff” from 79% to 85% through a focus on Collective Efficacy.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
79	81	83	84		85	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there? Monthly Staff Lighthouse Team Meetings (Culture, Academic, and Leadership), incorporating 7 Habits Language in all settings, Gemtastic Staff Shout-Outs (with LIM language), Leader in Me Paradigms, Professional Learning Communities, Class and School Synergy Activities, Meeting Norms, Pearl Squad Monthly Relationship Building Activities

[Purchased Resources to Support Priority Goals](#)

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Professional Development Offered- 2024-2025

- CORE 1 Leader in Me PD
- Staff Lighthouse Team participates in Leader in Me Coaching Sessions (September, October, February) for Continued Training and Reflection
- Administration Meets with Leader in Me Coach 2 Times Per Year
- Professional Learning Community (PLCs) Meetings
- Mark McLeod Classroom Management PD
- Mark McLeod Little Pearl Elementary Visit
- Mark McLeod Little Pearl Elementary Teacher Feedback
- Leader in Me Book Study for New Employees

Professional Development Offered- 2025-2026

- CORE 2 Leader in Me PD
- Staff Lighthouse Team participates in Leader in Me Coaching Sessions for Continued Training and Reflection
- Administration Meets with Leader in Me Coach 2 Times Per Year (Fall/Spring)
- Professional Learning Community (PLCs) Meetings
- Leader in Me Book Study for New Employees

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?

- MRA Data; Faculty and staff morale, Faculty and staff will be utilizing Leader in Me 7 Habits language, Faculty and Staff will share thoughts and ideas in a comfortable and safe environment during PLCs and ILTs, Pearl Squad participation in monthly activities, Monthly Staff Surveys to give staff a voice
- Through the above mentioned adult actions, student achievement will be increased as evidenced by: decrease in negative behaviors, increased student academic achievement, positive increase in MRA data, student leadership roles, Leader in Me language used by students, and student ownership in their learning (tracking WIG data, student-led conferences, celebrating successes, and synergizing).

2024-25

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results

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85% of faculty/staff will complete the Monthly Staff Surveys	50% participation	55% participation	60% participation	65% participation	65% participation	75% participation	75%
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

At this time, 100% of the faculty and staff have joined the Pearl Squad. The Pearl Squad has met to create a schedule of faculty and staff activities for the year. Meeting norms have been established and are reviewed/followed during PLC and ILT meetings. Student leadership roles have been implemented in both the classroom and school. 60% of the faculty completed the monthly staff surveys which is above the 1st quarter short term win goal.

Quarter 2 Reflection –

The Pearl Squad had 80% participation in the October and December activities. Meeting norms are reviewed/followed during PLC and ILT meetings. Faculty/Student leadership roles continue to be implemented in both the classroom and school. 65% of the faculty completed the monthly staff which is on track with the 2nd quarter short term win goal. Our Culture Lighthouse Committee met monthly to review the MRA Data regarding school climate and culture.

Quarter 3 Reflection –

During the 3rd quarter, 75% of the faculty completed the monthly staff surveys. The faculty and staff enjoyed a potluck potato bar at the end of the quarter in which we had 100% participation. Spring conferences were discussed in PLC which will be Student-Led in keeping with the Leader in Me theme for the year.

End of year Reflection –

This year was very successful for faculty and staff morale. The MRA increased from a score of 79 out of 100 at the end of the 2024 school year to 83 out of 100 at the end of the 2025 school year. The faculty and staff monthly surveys were analyzed to improve on ideas and practices in the

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school setting. Faculty and staff reported that the monthly surveys were a positive way to express ideas and suggestions. They felt like it was a safe place since it was anonymous. Our Culture Lighthouse Committee was a valuable asset in improving the school climate and culture this year. Spring conferences were an overwhelming success, and all teachers stated that they loved having a designated day to meet with parents/guardians, as well as including the students in the “student-led conferences.” Overall, the faculty and staff loved the different events that were done this year.

2025-26					
Goal and Data Used	Baseline	1 st Semester STW	Results	2 nd Semester STW	Results
85% of faculty/staff will complete the Semester Staff Surveys	75% Participation	80% Participation	80% Completion	85% Participation	
			Met Goal? Y N		Met Goal? Y N

Semester 1 Reflection –

At this time, 100% of the faculty and staff have joined the Pearl Squad. The Pearl Squad has met to create a schedule of faculty and staff activities for the year. Meeting norms have been established and are reviewed/followed during PLC and ILT meetings. Student leadership roles have been implemented in both the classroom and school. Teachers conducted LPE’s first annual goal setting meetings with families and students in November. Kindergarten teachers, families, and students participated in 1st Semester Student Led Conferences in December. 80% of faculty/staff completed the 1st semester survey indicating that the Literacy Trunk or Treat is their favorite PFE of the year so far.

Semester 2 Reflection –

End of year Reflection –

2026-27

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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 Spring 2025, Little Pearl Elementary School will increase Math Proficiency from 68.3% to 74% through a focus on Kindergarten Math Foundational Skills (Mastery- 70% and above).

From Fall 2025 to Spring 2026, Little Pearl Elementary School will increase Math Proficiency from 79% to 94% through a focus on Kindergarten Math Foundational Skills (Mastery- 70% and above).

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	Fall 2024 Math BOY (Baseline)	Spring 2025 Math EOY	Fall 2025 Math BOY (Baseline)	Spring 2026 Math EOY	Fall 2026 Math BOY (Baseline)	Spring 2027 Math EOY	Fall 2027 Math BOY (Baseline)	Spring 2028 Math EOY
All Students	70.5% BOY Mastery	92% EOY Mastery	79% BOY Mastery					
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	
Student Group(s)								
SWE	55% K BOY Mastery	82% K EOY Mastery	65% K BOY Mastery	___% K EOY Mastery				
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	
EL	33% K BOY Mastery	75% K EOY Mastery	25% K BOY Mastery	___% K EOY Mastery				
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	
Lowest 25% in ELA?								
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	
Lowest 25% in Math?								
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

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

How are we going to get there?

Teachers will utilize Eureka Squared Core Curriculum to instruct students in foundational math skills. Additionally, teachers will use assessment data to analyze and guide instructions; Small Group Instruction and Data; High Dose Tutoring

Use “Purchased Resources to Support Priority Goals” document from above: Eureka Math Squared Materials; Supplemental Materials

Professional Development Offered-2024-2025
• Monthly ILT Meetings to Analyze Data • Monthly PLC Meetings • Eureka Math Squared District Trainings • One-on-One Teacher Coaching with Instructional Coach • Learning Walks
Professional Development Offered-2025-2026
• Monthly ILT Meetings to Analyze Data • Monthly PLC Meetings • Eureka Math Squared District Trainings • One-on-One Teacher Coaching with Instructional Coach • Learning Walks

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?

- Adult Actions: Analyze Module Assessments, Backwards Design Lessons, Utilize Observational Data, District Assessments
- Student success criteria will include an increased understanding and ability to demonstrate counting and cardinality foundational skills; increased performance on MOY data; increased understanding of skills as noted on weekly intervention and High Dose Tutoring logs

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2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Kindergarten District Checkpoint	BOY- 70.5% Mastered	Utilizing PLCs, module assessments were analyzed and backwards design was used to design lessons for future instruction	PLC's have been instrumental in supporting teachers analyzing student data, gathering data for High Dose Tutoring groups, etc.	MOY District Assessment Not Available WIG Progress: 88% met Math WIG Teachers continued to utilize backwards design for lesson instruction and assessments, high dose tutoring (HDT) for students performing below level, and analyzing data at PLCs to improve student progress.	According to HDT logs, students are improving on lacking skills. Most students are performing well on classroom assessments and retaining the material taught with Eureka Squared.	MOY District Assessment- 85% Mastered. Teachers continued to utilize backwards design for lesson instruction and assessments, high dose tutoring (HDT) for students performing below level, and analyzing data at PLCs to improve student progress.	EOY District Assessment- 92.5% Mastered.
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

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Teachers are highly engaged during PLCs- we are analyzing student work and BOY student data. Students are participating in small group instruction through High Dose Tutoring for targeted academic areas of need as evidenced in the BOY data. Each grade level has created an academic Wildly Important Goal (WIG) for students related to specific math goals and the SAP.

Quarter 2 Reflection –

Administration assigned roles to the teachers to help provide them with opportunities for leadership during PLCs. This has assisted with keeping all attendees focused on analyzing student work, the backwards design of lessons, and planning for engagement and student achievement for future lessons. Additionally, this procedure also enables teachers to plan more effectively and make decisions for individualized instruction, small group instructions, and High Dose Tutoring, all of which will increase student achievement.

Quarter 3 Reflection –

Administration redesigned PLCs for this quarter to provide planning time for Math teachers to plan together. During PLC, teachers continued to focus on student work and progress, reviewed data and achievement, and analyzed student work samples. Planning time was then utilized to allow Math teachers to focus on backwards design in regards to Math curriculum, assessments, high dose tutoring/small group instruction, and ways to improve instruction to improve student progress and achievement.

End of year Reflection –

Redesigning PLCs greatly impacted student progress and teacher instruction this year. Teachers were able to plan together utilizing backwards design to improve instruction and student achievement. Overall students improved their District Math Checkpoint scores from 70.5% mastery on the BOY assessment to 92.5% mastery on the EOY assessment which represents a growth of 22%.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Kindergarten District Checkpoint	BOY- 79% Mastered	Utilizing PLCs, module assessments were analyzed and backwards	PLCs have been instrumental in supporting teachers analyzing	MOY District Assessment Not Available WIG Progress: ___% met Math	Most students are performing well on classroom		

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		design was used to design lessons for future instruction	student data, gathering data for Targeted Support groups, etc.	WIG Teachers continued to utilize backwards design for lesson instruction and assessments, targeted support for students performing below level, and analyzing data at PLCs to improve student progress.	assessments and retaining the material taught with Eureka Squared.		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Teachers analyzed BOY District assessment data to determine students for targeted support or interventions in Math. PLC time was utilized to provide teachers time to create classwide Wildly Important Goals (WIGs), use backwards design to determine difficult/confusing questions or directions on future assessments, and brainstorm ideas/activities for targeted support groups.

Quarter 2 Reflection –

WIGs were adjusted to ensure that students are striving towards rigorous goals. Teachers continued to utilize PLC time to participate in backwards design of assessment as well as individual classroom lessons. This ensures that students are receiving high quality instruction and support.

Quarter 3 Reflection –

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End of year Reflection –

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

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From **Fall 2024 to Spring 2025**, Little Pearl Elementary School will increase the number of students scoring At Benchmark or Above Benchmark on the DIBELS 8th from 29% (at BOY) to 65% (at EOY) through a Focus on Early literacy skills.

From **Fall 2025to Spring 2026**, Little Pearl Elementary School will increase the number of students scoring At Benchmark or Above Benchmark on the DIBELS 8th from 21% (at BOY) to 75% (at EOY) through a Focus on Early literacy skills.

	Fall 2024 DIBELS BOY (Baseline)	Spring 2025 DIBELS EOY	Fall 2025 DIBELS BOY (Baseline)	Spring 2026 DIBELS EOY	Fall 2026 DIBELS BOY (Baseline)	Spring 2027 DIBELS EOY	Fall 2027 DIBELS BOY (Baseline)	Spring 2028 DIBELS EOY
All Students	29%	73%	21%					
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	
Student Group(s)								
SWE	27%	50%	17%					
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	
EL	0%	75%	0%					
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	
Lowest 25% in ELA?								
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

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Lowest 25% in Math?				
	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there? Teachers will utilize CKLA Core Curriculum to instruct students in foundational literacy skills. Additionally, teachers will use assessment data to analyze and guide instructions; Progress Monitoring; Small Group Instruction and Data; High Dose Tutoring

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

Professional Development Offered- 2024-2025

- DIBELS 8th Teacher Training
- Grade-Level Meetings with Instructional Coach
- Monthly ILT Meetings to Analyze Data
- Monthly PLC Meetings
- CKLA District Trainings
- One-on-One Teacher Coaching with Instructional Coach
- Learning Walks

Professional Development Offered-2025-2026

- DIBELS 8th Teacher Training
- Grade-Level Meetings with Instructional Coach
- Monthly ILT Meetings to Analyze Data
- Monthly PLC Meetings
- CKLA District Trainings
- Learning Walks

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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?

- Adult Actions: Analyze Module Assessments, Backwards Design Lessons, Utilize Observational Data, District Assessments, Progress Monitoring
- Student success criteria will include an increased understanding and ability to demonstrate early literacy foundational skills; increased performance on MOY data; increased understanding of skills as noted on weekly intervention and High Dose Tutoring logs

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Benchmark DIBELS Data BOY, MOY, EOY	BOY 2024-25 29% at or above benchmark	Through PLC we analyzed BOY and Progress Monitoring Data	73% have met or surpassed their MOY Progress Monitoring Goal	Through PLC we analyzed MOY and Progress Monitoring Data	MOY 2024-25 64% at or above benchmark	Through PLC we analyzed Intervention and Progress Monitoring Data	EOY 2024 - 25 73% at or above benchmark
			Met Goal? Y N			Met Goal? Y N	Met Goal? Y N

Quarter 1 Reflection –

Through analyzing BOY student data during PLCs, teachers placed students in High Dose Tutoring groups to focus on increasing student achievement in early literacy skills, specifically targeted areas of needs as evidenced on the BOY data. Each grade level has created an academic Wildly Important Goal (WIG) for students related to specific literacy goals and the SAP.

Quarter 2 Reflection –

We invited our parents to attend our Unlocking DIBELS after the BOY assessment was given. We provided information about the state test, their student's areas of need based off of their BOY DIBELS scores, and different activities to support these areas. The parents were able to learn great

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academic games to incorporate at home to support their child's learning. We sent all parents home with an information packet and provided them info on the check-out center located in the office. The check-out area provides the parents with games to help support their child's learning at home. Parents/guardians are provided opportunities to "check-out" games for a week and then return for a new game.

Quarter 3 Reflection –

Parents/guardians continue to utilize the "Check-Out" games to use with their children at home. Families have praised this process and these resources that are available to them. Most students continue to demonstrate progress with DIBELS progress monitoring and/or SMART Goal assessments completed by the teacher in the classroom. Struggling students continue to receive interventions and/or High Dose Tutoring as needed to improve progress and achievement.

End of year Reflection –

Throughout the school year, teachers met at PLCs and with the Interventionist to monitor data/progress, adjust intervention and high dose tutoring groups, and improve instruction utilizing backwards design. In conjunction with interventions, implementing high dose tutoring and having a full time interventionist on campus impacted student growth and achievement this year. Student achievement improved greatly on the DIBELS assessment from 29% BOY at or above benchmark to 73% EOY at or above benchmark which represents a growth of 44% for the year. English Learners increased from 0% BOY to 75% EOY which represents a growth of 75% for the year.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Benchmark DIBELS Data BOY, MOY, EOY	BOY 2025-2026 21% at or above benchmark	Through PLC we analyzed BOY and Progress Monitoring Data	73% have met or surpassed their MOY Progress Monitoring Goal	Through PLC we analyzed MOY and Progress Monitoring Data	MOY 2025-2026 64% at or above benchmark	Through PLC we analyzed Intervention and Progress Monitoring Data	EOY 2025-2026 73% at or above benchmark
			Met Goal? Y N			Met Goal? Y N	Met Goal? Y N

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Quarter 1 Reflection –

Teachers analyzed BOY student data in PLCs and worked with the Interventionist to place students in Targeted Support/High Dose Tutoring groups to focus on increasing student achievement in early literacy skills, specifically targeted areas of needs as evidenced on the BOY data. Each grade level has created an academic Wildly Important Goal (WIG) for students related to specific literacy goals and the SAP.

Quarter 2 Reflection –

Teachers continued to work with the Interventionist to develop high quality lessons for targeted support/interventions. Parents were invited to attend our Unlocking DIBELS after the BOY assessment was given. We provided information about the state test, their student's areas of need based off of their BOY DIBELS scores, and different activities to support these areas. The parents were able to learn great academic games to incorporate at home to support their child's learning. We sent all parents home with an information packet and provided them info on the check-out center located in the office. The check-out area provides the parents with games to help support their child's learning at home. Parents/guardians are provided opportunities to "check-out" games for a week and then return for a new game.

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

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	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?

[Little Pearl Elementary School Intervention Plan](#)

[Little Pearl Elementary School Literacy Plan](#)

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: The School Advancement Plan (SAP) will be posted on the Little Pearl Elementary website and discussed at LPE's Open House.

2025-26: The School Advancement Plan (SAP) will be posted on the Little Pearl Elementary website and discussed at LPE's Open House. A link will be provided on the school website and a QR code will be placed on monthly Pearl's Pages to allow families the opportunity to complete a survey regarding the SAP or any questions/concerns.

2026-27:

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- *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:

- Priority Goal #1 - We are inviting our parents monthly to participate in our Habit Breakfasts. The parents learn through the students about each Habit. We have information and a game/activity for the parents to complete with their student.
- Priority Goal #2 - We will invite our parents in for our Math PFE during the Spring 2025. The event will help support our students' learning in their Math curriculum through games and take home information for our parents.
- Priority Goal #3 - We invited our parents to attend our Unlocking DIBELS after the BOY assessment was given. We provided information about the state test, their student's areas of need based off of their BOY DIBELS scores, and different activities to support these areas. The parents were able to learn great academic games to incorporate at home to support their child's learning. We sent all parents home with an information packet and provided them info on the check-out center located in the office. The check-out area provides the parents with games to help support their child's learning at home. They are able to check out the games for a week and then return for a new game.

2025-26:

2026-27:

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

2024-25:

- The Home-Connect letter will go home after state testing for DIBELS (BOY, MOY, and EOY). This letter gives the parents information about their student's progress and areas of need.
- The Math Parent letter will go home after district testing for Math (BOY, MOY, and EOY). This letter gives the parents information about their student's progress and areas of need.
- Weekly Classroom Newsletters
- JPams- Grades Posted
- Interim Progress Reports
- Report Cards (Sent Home Quarterly)
- Weekly Graded Assessments

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- Parent/Family Engagement Events
- Parent/Teacher Conferences

2025-26:

- The Home-Connect letter will go home after state testing for DIBELS (BOY, MOY, and EOY). This letter gives the parents information about their student's progress and areas of need.
- The Math Parent letter will go home after district testing for Math (BOY, MOY, and EOY). This letter gives the parents information about their student's progress and areas of need.
- Weekly Classroom Newsletters
- JPams Grades Posted
- Interim Progress Reports
- Report Cards (Posted on JPams quarterly)
- Weekly Graded Assessments
- Parent/Family Engagement Events
- Goal Setting Meetings for Parent/Student/Teacher
- Student-Led Parent/Teacher Conferences

2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25: Little Pearl will hold a Spring Preview Day (April) to allow our new incoming students the opportunity to tour Little Pearl and ask questions. We will also provide an opportunity to bus our current Kindergarten students over to Riverside for a tour and question/answer session with the faculty at RES. This will provide our outgoing students an opportunity with their parents to become familiar with their new school (2025-2026).

2025-26: Little Pearl will hold a Spring Preview Day (April) to allow our new incoming students the opportunity to tour Little Pearl and ask questions. We will also provide an opportunity to bus our current Kindergarten students over to Riverside for a tour and question/answer

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session with the faculty at RES. This will provide our outgoing students an opportunity with their parents to become familiar with their new school (2026-2027).

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