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	
LEAP ● Based on the 2024-2025 3rd Grade LEAP ELA Test, 55% of students scored in the strong category for Writing Performance and Written Expression. **DIBELS** ● Based on the 2023-2024 EOY DIBELS 8 test, Bayou Woods Elementary scored higher than the state (55.7% compared to 54.6%).	**LEAP** ● Based on the 2023-2024 Math 3rd Grade LEAP Test, 56% of students scored in the weak area for solving problems with any operation. *When SAP was created in 23-24, only the Weak category was considered. Due to district changes, the Moderate and Weak categories are to be included in data analysis. With this change, 23-24's percentage of students performing in the weak and moderate categories in the area of "Solving Problems with any operation" is **69%**. This change will be reflected throughout this document.

	• Based on the 2023-2024 Math 3rd Grade LEAP Test, 41% of students scored in the weak area for Solve Time, Area, Measurement and Estimation problems. *When SAP was created in 23-24, only the Weak category was considered. Due to district changes, the Moderate and Weak categories are to be included in data analysis. With this change, 23-24's percentage of students performing in the weak and moderate categories in the area of "Solve Time, Area, Measurement and Estimation problems" is **65%**. This change will be reflected throughout this document. **DIBELS** • Based on the 2024-2025 DIBELS 8 BOY test, Kindergarten has 29% of its students at benchmark or above level. • Based on the 2024-2025 DIBELS 8 BOY test, 1st Grade has 44% of its students at benchmark or above level. • Based on the 2024-2025 DIBELS 8 BOY test, 2nd Grade has 50% of its students at benchmark or above level. • Based on the 2024-2025 DIBELS 8 BOY test, 3rd Grade has 57% of its students at benchmark or above level.

At-Risk Student Groups

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

DIBELS • Based on the 2023-2024 EOY DIBELS 8 Test, our ESL population who scored benchmark or above was 66.7% • Based on the 2023-2024 EOY DIBELS 8 Test, our 1st grade not economically disadvantaged group who scored benchmark or above was 78.6%. **LEAP**	**DIBELS** • Based on the 2023-2024 EOY DIBELS 8 Test, our Students with disabilities who scored benchmark or above was 30.8% • Based on the 2023-2024 EOY DIBELS 8 Test, our 1st grade regular education students who scored benchmark or above was 45.5%.

• Based on the 2023-2024 LEAP Test, students of two or more races had assessment indexes as follows: Math 95, ELA 90, and Science 85. • Based on the 2023-2024 LEAP Test, Asian students had assessment indexes as follows: Math 93.3, ELA 100, and Science 93.3. • Based on the 2023-2024 LEAP Test, white students had an ELA assessment index of 78.1.	• Based on the 2023-2024 EOY DIBELS 8 Test, our 2nd grade white student population who scored benchmark or above was 39.3%

SCHOOL CULTURE DATA - MRA

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

School Climate- 81% of staff see the worth and potential in every student and provides the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential. **Staff Voice**- 86% of staff members find their work meaningful and feel valued, respected, and supported with opportunities to use their strengths, to connect with their passions, and to grown in their role. **Supportive Staff Environment**- Personal effectiveness (81%) has staff using planning, prioritization, and emotional management skills to guide their daily actions and stay focused on what matters most. **Student Leadership**- Self-Advocacy (82%) has students working to overcome barriers, problem-solve, and find solutions on their own and know how to enlist support when needed. 84% of students are able to apply personal leadership habits to plan, prioritize and persevere in their academic growth.	**Goal Achievement**- 76% of teachers are able to support their students in learning and applying the behaviors linked to effective goal achievement. **Family and Community Engagement-**Only 66% of teachers feel like most students' families/caregivers engage as partners in their child's learning. 71% feels the school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning.

2025-26

STUDENT ACHIEVEMENT DATA

All Students

DIBELS • Based on the 2023-2024 EOY DIBELS 8 test, Bayou Woods Elementary scored 70% at or above level.	**LEAP** • The **"Solve Problems with Any Operation"** category continues to be the school's lowest-performing area. In **2024**, **69% of students scored Moderate or Weak**, and in

LEAP

- The percentage of students performing at the *Strong* level in **Major Content** increased from **32% in 2024** to **51% in 2025**, reflecting a 19-point gain. This growth indicates improved mastery of grade-level math concepts and demonstrates the positive impact of targeted instructional strategies.

- The percentage of students performing at the *Strong* level in **Products and Quotients / Solve Multiplication and Division Problems** increased from **34% in 2024** to **47% in 2025**, reflecting a 13-point gain. This improvement demonstrates stronger procedural fluency and accuracy when applying multiplication and division to problem-solving tasks.

2025, that percentage increased slightly to **72%**, indicating ongoing difficulty applying correct operations to solve multi-step problems.

- In **2024**, **67% of students scored Moderate or Weak**, in the category of and in **2025**, **54%** remained below the strong range, indicating continued difficulty with understanding and applying fraction equivalence concepts.

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)

DIBELS
Based on the **2025–2026 Beginning-of-Year DIBELS 8 Assessment**, our **Kindergarten** scores indicated that **20%** of students were performing at or above benchmark.

SCHOOL CULTURE DATA - MRA

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

Empowered Learners – 81% of students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits.

Student Goal Achievement – 82% of students are confident in their ability to set and achieve academic goals.

Instructional Efficacy – 75% of teachers feel confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn. Continued professional learning in explicit literacy instruction will strengthen this area.

Student-Led Practices – 80% of teachers report empowering students to play a proactive role in applying their knowledge and

School Belonging – 82% of students believe they are cared about and understood by the people in their school, which supports engagement and learning growth. **Trusting Relationships – 82%** of students report having a high-trust relationship with at least one teacher they feel comfortable with and can connect to. **Positive Wellbeing – 82%** of students regularly engage in activities that support their social-emotional and physical well-being.	skills, a 3-point decrease from the previous year. Increased opportunities for student-led goal tracking and reflection are recommended. **Empowering Teachers – 78%** of staff feel supported to take instructional risks and innovate in their practice, indicating a need for targeted coaching and collaboration.
2026-27	
STUDENT ACHIEVEMENT DATA	
All Students	
At-Risk Student Groups **(SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)**	
SCHOOL CULTURE DATA - MRA **(Discipline data must 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?*

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	
Through proper preparation and planning, we will maintain functional classroom environments by delivering engaging lessons evidenced by proper pacing, effective scaffolding, and academic discourse facilitated by higher order thinking questions.	**Instructional Leadership: Curriculum and Assessment Bullet 3** Develops teachers to utilize systems where teachers analyze formative and summative data to monitor and systematically adjust teaching and learning as needed to meet student achievement goals and increase their proficiency.
2025-26	
Domain: Instructional Leadership; Indicator: Teacher Effectiveness; Provides specific evidence from the observed lesson that connects to an	**Domain: School Mission Vision and Goal Setting; Indicator: Goal-Setting and Monitoring; Effectively utilize student data and student work to create**

overall area of strength, an area of growth, and a specific recommendation for next steps.	**and/or revise action plans a few times during the school year.**
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
August 22, 2024	**Schoolwide WIG:** Through proper preparation and planning, we will maintain functional classroom environments by delivering engaging lessons evidenced by proper pacing, effective scaffolding, and academic discourse facilitated by higher order thinking questions.	Leader in Me Templates Annotated Lessons Data	Set up PLC Plan based on ILT Meetings

September 19, 2024	Title 1 SAP Goals based on Deep Data Dives	DIBELS Data LEAP DATA Illuminate Data	Goals will be stated to stakeholders and plans of action for growth started.
October 17, 2024	Team created a look for tool when observing classes specifically for evidence of planning. Discussed BOY Data and strategies and activities to meet student's needs. Students are struggling with letter naming and producing sounds. Currently working on adding timed letter naming to ELA assessment.	Look for Tool	
November 14, 2024	We will discuss student work and success criteria specific to the area of planning and preparation.	Student work handouts note taking materials	By the end of the meeting, the team will have identified areas of focus and have come up with a plan to roll out to the teachers at PLC next week.
December 12, 2024	DIBELS Data: trends where we see the same/group of students need help in one area. Look at class as a whole and notice one area that needs to be worked on.		
January 16, 2025	LER Rubric-Instructional Practices	LER Teacher Rubric	Observations to see teachers incorporating new learning
February 20, 2025	LER Rubric-Group Work	LER Teacher Rubric	Observations to see teachers incorporating new learning

March 20, 2025	LER Rubric-Overview for next year	LER Teacher Rubric	Observations to see teachers incorporating new learning
April TBD	MRA and SLT Data input for DIBELS SLTS	MRA Survey and DIBELS Data	
May 22, 2025	Review SLT Data for end of year Discuss EOY Results for IREADY and SLT Test Iready Consultant will be on campus today. See below for her description of activity for you at your convenience.		
August 2025	● Establish baseline goals, train staff on data cycles, and set expectations for weekly assessment reviews.	● Leader in Me Templates ● MRA ● LEAP Data ● EOY DIBELS Data	● Observations to see teachers; Notices & Wonderings; Feedback
September 4, 2025	● Campus visits to PLCs to establish baseline goals, train staff on data cycles, and set expectations for weekly assessment reviews. ● Lexia Meeting with updates ● LIM Meeting Review and updates	● LER Teacher Rubric ● LIM	● Observations to see teachers; Notices & Wonderings; Feedback
October 9, 2025	● Discussed BOY Data and determined target goal for EOY 2025-2026 (75%)	● DIBELS BOY Data	● By the end of the meeting, the team will have identified

			areas of focus and have come up with a plan to roll out to the teachers at PLC next week.
November 6, 2025	● Discussed EOY Math Data and determined target goal for EOY 2025-2026 (20% targeted growth per grade level)	● EOY Math Assessments ● LEAP 2025 Spring Results	● By the end of the meeting, the team will have identified areas of focus and have come up with a plan to roll out to the teachers at PLC next week.
December 4, 2025	● DIBELS MOY Data: trends where we see the same/group of students need help in one area. Look at the class as a whole and notice one area that needs to be worked on.	● DIBELS MOY Data ● Numeracy MOY Data	● Revisit current goals and plans of action for growth started.
January 8, 2026	● ILT Team Walk Through with a rubric geared towards the LER rubric. The team then came back and shared out areas of glows and grows for the grade level. The areas of growth was centered on planning.	● Walk Through Rubric ● LER rubric	● Plan upcoming PLCs are based upon backwards designing as a team.
February 5, 2026			

March 5, 2026			
April 2026			
May 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, Bayou Woods Elementary School will increase the SPS from 70.8 to 85 through a focus on proper preparation and planning, we will maintain functional classroom environments by delivering engaging lessons evidences by proper pacing, effective scaffolding, and academic discourse facilitated by higher order thinking questions.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS

70.8	67.7		
	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? 70**
  - **Math? 59.3**
  - **Science? 49.4**
  - **Social Studies?**
  - **Overall? ----59.6**

- **Where are there opportunities for growth?**
  - Math and ELA overall went down but math the most. We are targeting specific strands that lends to the major standards in the grade level. Focusing down on the foundational grades for related standards to the major content of third grade.

Progress Index (PI)

- **What is your current PI in –**
  - **ELA?**
  - **Math?**
  - **Overall? 82.6**

- **Where are there opportunities for growth?**
  - Subgroups like SWE took a dip this year.

Interests and Opportunities (I/O)

- **What is your current I/O? 150 out of 150**

- **Where are there opportunities for growth?** Maintain current level of performance.

DCAI (Jr. Highs ONLY)

- **What is your current DCAI?**

- **Where are there opportunities for growth?**

2025-26 Components of SPS

Achieve Index (AI)	Growth Index (GI)
● What is your current AI in – ○ ELA? 60.8 ○ Math? 47.1 ○ Science? 16.2 ○ Social Studies? 21.7 ○ Overall? 56.8 ● Where are there opportunities for growth? ○ Science and Social Studies to a significant decline is scores.	● What is your current GI in – ○ ELA? 48.9 ○ Math? 35.2 ○ Lowest 25% in ELA? 53.5 ○ Lowest 25% in Math? 57.7 ○ ELL population? 30.8 ○ Overall? 81.6 ● Where are there opportunities for growth? ○ Student growth in the area of math
2026-27 Components of SPS	
Achieve Index (AI)	**Growth Index (GI)**
● What is your current AI in – ○ ELA? ○ Math? ○ Science? ○ Social Studies? ○ Overall? ● Where are there opportunities for growth?	● 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) -** From Fall 2024 to Fall 2027, Bayou Woods Elementary School will increase the MRA sub-measure of School and Family Partnerships from 66 to 80 through a focus on teacher and parent communication, family events, and staff involvement.
- **Priority Goal #2 (Academics) -** From Fall 2024 to Fall 2027, Bayou Woods Elementary School will increase the percentage of students in each grade level achieving Mastery in the Solving Problems with any Operations Standard(s) related to their grade level from: Kindergarten 51% to 70%; 1st Grade 58% to 70%; 2nd Grade 44% to 70%; and 3rd Grade 70% to 80% through a focus on student work.
- **Priority Goal #3 (Academics) -**From Fall 2024 to Fall 2027, Bayou Woods Elementary School will increase the K-3 On/Above Rate on DIBELS to 80% overall from 2024-2027 through a focus on literacy.

Priority Area #1 Goal:
From Fall 2024 to Fall 2027, Bayou Woods Elementary School will increase the MRA sub-measure of School and Family Partnerships from 66 to 70 through a focus on teacher and parent communication, family events, and staff involvement.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
66	70	78				
	Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**	

How are we going to get there?
Family and Community Events:

- **Meet and Greet-** Welcoming families into the school and show them what we have to offer.

- **Feasting with Fluency**-Parents and students come out to learn about math and reading fluency through the use of programs such as DIBELS, CKLA, and Eureka Math Squared. Parents learn strategies to help their children at home increase their reading and math fluency rates.
- **Family Reading Night-**Families will enjoy reading activities based on a winter theme and aligned with grade level reading standards.
- **Student Led Conferences**- Through the LEader in Me program, students lead their own parent conference to show their growth and achievements
- **Stem Night**-Math and Science experiments and hands-on activities to foster STEM Education in the classroom.
- **Leader in Me Family Night**-Families enjoyed learning about the 7 Habits through hands-on activities.

Other:

- Classroom Management Plans
- PBIS
- Leader in Me Daily DEAL Time
- Student Specific Reinforcement System
- Small Group Counseling groups
- Mental Health Counseling Services Behavior Contracts

Purchased Resources to Support Priority Goals

Professional Development Offered

• **Leader in Me Core 1 Training**
  ○ Teachers and staff received training as how to implement the 7 Habits of Effective People schoolwide.
• **Leader in Me Core 2 Training**
  ○ Teachers and staff received training as how to add the next components of the Leader in Me Framework.
• **Instructional Leadership Team Meetings**
  ○ Administration, Teachers, and Staff members comprise this team that meets to observe and discuss trends happening on campus and comes up with action plans to put strategies in place to remedy the issues.
• **Lighthouse Team Meetings**
  ○ Team meets to discuss the administration, culture and academics of the school.
• **Title I Family Engagement Meetings**
• **Faculty Meetings**

- **Mark McLeod**
- **TBRI**
- **Summer Institute**
- **Leader in Me Symposium**

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?

- **Family involvement will increase student engagement and decrease negative student behaviors.**
- **Family partnerships with teachers will enhance student academic goal achievement through open lines of communication and understanding of student learning goals.**
- **Family commitment to student goals by signing agreements to assist students in meeting their goals.**
- **Data will increase in weekly grades, interventions, progress monitoring, LEAP, and online platforms used for learning**
- **Success will be measured based on incremental achievements as reflected in progress monitoring and student self-assessment for Wildly Important Goals (WIG).**
- **Students should be leading Student Led Conferences, verbalizing their goals, self-assessing and reflecting on their WIG, charting their progress, and celebrating successes.**
-

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
MRA	66	Faculty and Staff have WIGS Students are writing WIGS for academics and personal		Student Led Conferences have started. Great turnout		Reestablished the Lighthouse Student Team.	
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

2025-26

Goal and Data Used	Baseline	1st Quarter STW	Results	2nd Quarter STW	Results	3rd Quarter STW	Results
MRA	78	Faculty and Students create goals for Dibels and attendance		PFE events (literacy night & math night) have had a great turnout and participation from the community			
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

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

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Bayou Woods Elementary School will increase the percentage of students in each grade level achieving Mastery in the Solving Problems with any Operations Standard(s) related to their grade level from: Kindergarten 66.5% to 80%; 1st Grade 54% to 80%; 2nd Grade 47.7% to 80%; and 3rd Grade 30% to 80% through a focus on student work.

	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
All Students	LEAP 30%	LEAP 29%		

	K-2 56.1% Whole School 43%	K-62.3% 1-29% 2-43.4% K-2- 44.9% Whole School 36.95%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Student Group(s)				
SWE	K-56.5% 1st-63% 2nd-24.3%	K-52.3% 1st-20.8% 2nd-36.5%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
EL	K-57% 1st-46% 2nd-24.3%	K-63% 1st-18% 2nd-38.75%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in ELA?				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in Math?				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Other?				

Kindergarten	66.5%	58		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
First Grade	54%	36.8		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Second Grade	47.7%	46.25		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
3rd Grade	30%	29%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**

How are we going to get there?

- Third Grade students are being tutored daily after school for LEAP.
- We will begin tracking End of Year Assessment data for Kindergarten through second grade to ensure the progression of standards from K-3rd grade.
- For third grade, we will be tracking this goal based off of leap scores.
- Send home Curriculum Based Parental Support letters to support at -Home Learning
- STEM Family Night to assist parents in understanding the application component or rigor in the Eureka Squared Curriculum.
- Teachers are implementing engagement strategies and mathematical practices within the lessons.
- Math Content Leaders are modeling lessons in PLCs and classrooms.
- PLCs will focus on planning for purposeful task selection, anticipating student strategies for solving problems, monitoring development, selecting students work samples, sequencing student work samples, connecting student work to the overall goal of the unit/module.
- Curriculum specialist provides specific PD based on goal and offers follow up support
- Instructional Coach-Model lesson and coaching to support productive math discussions and strategies for delivering effective feedback and analysis of student work.

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

Professional Development Offered
Eureka Equip Trainings **Great Minds/Eureka Walkthroughs** **Summer Institute** **School Level PLC's** **School Level ILT's** **Mentor Training** **Content Leader Training** **IReady** **Math Checkpoints** **Reflex Math**

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?

- Increased scores on assessments.
- Students demonstrate increased conceptual knowledge by modeling and applying strategies to solve word problems.
- Use of RDW as a problem-solving strategy.
- Students articulating goals and assessing their progress along the way.

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

2025-26

Goal and Data Used	Baseline	1st Quarter STW	Results	2nd Quarter STW	Results	3rd Quarter STW	Results
Reflex 75%	9.2%		9.2%		63.5%		
			Met Goal? Y **N**		Met Goal? Y **N**		Met Goal? Y N

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

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Bayou Woods Elementary School will increase the K-3 On/Above Rate on DIBELS to 80% overall from 2024-2027 through a focus on literacy.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	55.7%	70%		
		Met Goal? Y **N**	Met Goal? Y N	Met Goal? Y N
Student Group(s)				

SWE	30.8%	43%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
EL	58.5%	30.8%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in ELA?				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in Math?				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Other?				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**

How are we going to get there?

- Phonological awareness, Phonics: Practiced daily during Fluency Block
- Intervention instruction by regular education and SWE teachers and Certified Tutors for K-2 students to provide individual/small group instruction (both push in and Pull out) using tiered interventions based on 2024 Fall assessments.
- Interventionist to help support teacher led intervention plan
- Heggerty is scheduled daily and implemented with fidelity to all students
- Handwriting Without Tears instruction happens daily
- CKLA curriculum taught and intervention is happening using Core materials.
- Intervention plans being used with specific groups: Project Read, Spire
- Writing Revolution

- Mentor Sentences
- Lexia Intervention
- Amira Intervention

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

Professional Development Offered
● **CKLA Walkthroughs**-Walk-throughs completed by CKLA coach and school-based team ● **Mentor Leader** ● **Summer Institute** ● **Project Read** ● **SPIRE** ● **School Level PLC's** ● **School Level ILT's** ● **Science of Reading** ● **Amira** ● **PGP** ● **CKLA Addition Support** ● **Sounds Sensible** ● **Mentor Sentences** ● **Scholastic PK Training** ● **Lexia**

<u>Short Term Wins</u>

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?

- **Increased DIBELS scores.**
- **Increased progress monitoring scores on DIBELS.**
- **Less students in interventions and high dosage tutoring**
- **Students will be reading independently and fluently.**
- **Increased scores on Standardized testing in 3rd grade.**
- **More benchmark students.**
- **Usage and performance reports from Tier 1 online intervention platforms.**
- **Increase on individual student WIGs**

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
60%	**44%**		**44%**		**60%**		**70%**
			Met Goal? **Y** **N**		Met Goal? **Y** **N**		Met Goal? **Y** **N**

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
75%	**50%**		**50%**		**59%**		
			Met Goal? **Y** **N**		Met Goal? **Y** **N**		Met Goal? **Y** **N**

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

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: Student Led Conferences, Home Connect Letters, Surveys, MRA Survey, Title I Parent Meetings

2025-26: Student Led Conferences, Home Connect Letters, Surveys, MRA Survey, Title I Parent Meetings, PTA Facebook page alerting parents of events. Robo call and text to guardians and parents about important events on campus.

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 Conferences
- Feasting with Fluency
- Meet and Greet
- Open House
- Family Reading Night
- STEM Night
- Leader In Me Family Night

2025-26:

- Student-Led Conferences (BOY, MOY, EOY)
- Ambassador induction
- Act 422 presentation for 3rd grade
- Feasting with Fluency
- Meet and Greet
- Open House
- Family Reading Night
- STEM Night
- Leader In Me Family Night

2026-27:

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

2024-25:

- Monthly Newsletters
- JCAMPUS Student Progress Center
- Student Led Conferences
- Parent and Family Engagement Events
- DIBELS Home Connect Letters
- Eureka Squared/Great Minds Parent Help Letters
- Weekly Grade Level Syllabi uploaded to JCAMPUS
- Weekly Signed Papers
- School Website
- Google Classroom
- Robocalls
- STPPS App

2025-26:

- Monthly Newsletters
- JCAMPUS Student Progress Center
- Student Led Conferences
- Parent and Family Engagement Events
- DIBELS Home Connect Letters
- Eureka Squared/Great Minds Parent Help Letters
- Weekly Grade Level Syllabi uploaded to JCAMPUS
- Weekly Signed Papers
- School Website
- Google Classroom
- Robocalls
- STPPS App

2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25:

- Eagle Up (3rd Graders moving up to Carolyn Park)
- Grade Level End of Year Awards Ceremonies
- Pre-K tours in Kindergarten Classrooms
- Coordination of SWE student documents with receiving teacher/school at the end of the year

2025-26:

- Eagle Up (3rd Graders moving up to Carolyn Park)
- Grade Level End of Year Awards Ceremonies
- Pre-K tours in Kindergarten Classrooms
- Coordination of SWE student documents with receiving teacher/school at the end of the year
- End of the year student cards

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		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