

2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

Bonne Ecole Elementary



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

COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS

WEAKNESSES

2024-25

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

All Students

- | | |
|--|--|
| <ul style="list-style-type: none"> ● From 2023 to 2024, 4th & 6th grade increased their Assessment IndexI and ELA proficiency ● Kindergarten increased Above and Benchmark from 2023 to 2024 EOY ● 1st grade Above Benchmark level is above district and state ● 2nd grade Benchmark level is higher than the state and national ● 3rd grade Above Benchmark level is above district and state ● All grade levels at Benchmark were higher than the national level ● Every content area in ELA LEAP showed a decrease in weak schoolwide ● 4th - 6th grade Expressing Mathematical Reasoning increased from 2023 to 2024 | <ul style="list-style-type: none"> ● 1st grade decreased Above and Benchmark by 13% from 2023 to 2024 EOY. ● 2nd grade decreased Above and Benchmark by 10% from 2023 to 2024 EOY. ● 3rd grade decreased Above and Benchmark by 5% from 2023 to 2024 EOY. ● 2024 5th grade Math cohort decreased 25 points. ● 2024 5th grade Science cohort decreased 15.5 points. ● 2024 4th grade Math cohort decreased 10.5 points. ● 2024 67% Males received behavior referrals |
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This school-wide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

Bonne Ecole Elementary 2024-2027

• 2024 6th grade Math cohort increased 18.9 points. This was greater than the District goal of 10% • 2024 6th grade ELA cohort increased 12.2 points. • 2024 4th grade ELA cohort increased 1.7 points.	
At-Risk Student Groups (SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)	
• The following subgroups showed growth in ELA from 2023-2024: SWE 5.1%; Economically Disadvantaged 6.2% • The following subgroups showed growth in Science from 2023-2024: Economically Disadvantaged 2%	• The following subgroups showed decline in Math from 2023-2024: SWE -10.9%; Economically Disadvantaged -5.5% • The following subgroups showed decline in Science from 2023-2024: SWE -4.5%
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
Discipline • 2024 Reduced the number of referrals (minor and major) by 14.4%. • 2024 Reduced the number of SWE referrals by 5% (22-23 SY 35%, 23-24 SY 30%) • 2024 PK - 4 OSS rate 1.86%. Well below 5.2% • 2024 5 - 6 OSS rate 4.67%. Well below 20.2% MRA: from LIM website - MRA Leadership - School Leadership(+1) Culture - School Climate(+6) - Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential. Academics - STUDENT GOALS SUPPORT(+2) Teachers are able to support students in learning and applying the behaviors linked to effective goal achievement.	Discipline • 67% Males receive referrals: disproportionate to Female/Male population • OSS rate increase ○ PK-4 1.01% 22-23SY to 1.86% 23-24SY ○ 5-6 1.83% 22-23SY to 4.67% 23-24SY MRA Leadership - COMMUNITY ENGAGEMENT(-4) The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning. Culture

Bonne Ecole Elementary 2024-2027

While these areas still need to be improved, there is evidence that this measure has some strength that can be built upon in the coming years. Positive Wellbeing, Prosocial Behaviors, School Climate, Trusted Relationships, Collective Efficacy, Social Support, and School Goals grew	Academics - INSTRUCTIONAL EFFICACY(-2) Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn. While these areas still need to be improved, there is evidence that this measure has some strength that can be built upon in the coming years. Community Engagement, Student Empowerment, Staff Voice, and Student Goal Support are areas of opportunity
2025-26	
STUDENT ACHIEVEMENT DATA	
All Students	
3rd - 6th Increase Math performance by 7.8% 6th Grade Cohort increase ELA by 8.9% 6th Grade Cohort increase Math by 30.4% 3rd - 6th ELA Vocabulary Strand was higher than district 3rd ELA Writing Strand is 10% higher than District 4th ELA Writing Strand is 9% higher than District BEE performed above the District in DIBELS Proficiency +5% 1st grade Well Above Average Growth for DIBELS Red students 1st & 2nd above District, State, and National Above Benchmark Level	3rd - 6th Decrease Science performance by 7.1% 3rd -5th ELA Cohort students are weak in ELA Informational text. 3rd-6th Cohorts below District in Science Reason Scientifically 5th - 6th ELA Writing Performance below District 4th Math Major Content below District by 12% 5th Math Solve Fraction Problems below District by 11%
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)	

Bonne Ecole Elementary 2024-2027

Discipline • 2025 Greatly Reduced the number of SWE referrals by 21% (23-24SY 30%, 24-25 SY 8.9%) • 2025 Reduced the OSS rate by 50% (23 -24 SY 6.46%, 24-25SY 3.33%) • 2025 Slight Reduction in the number of referrals (23 - 24SY 843, 24-25SY 718) • 2025 Reduced the ISS rate by 1% (23-24SY 8.32%, 24-25SY 7.56%)	69% Males receive referrals; 18% BM; 41%WM proportional to the school population 57%W, 28%B; Disproportional to F:M population (F 50%: M 50%) OSS PK - 4th 3.16% (below 5.2%) OSS 5th - 6th 3.74% (well below 20.2%)
MRA: from LIM website - MRA Leadership - School Leadership(+2%) Create a plan to get more Staff to fill in the survey (May PLC) Culture - School Climate(+2%) - Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential. Academics - STUDENT GOALS SUPPORT(+2) Teachers are able to support students in learning and applying the behaviors linked to effective goal achievement. Academics- INSTRUCTIONAL EFFICACY(+3%) Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn. Academics -SCHOOL GOALS While these areas still need to be improved, there is evidence that this measure has some strength that can be built upon in the coming years. Positive Wellbeing, Prosocial Behaviors, School Climate, Trusted Relationships, Collective Efficacy, Social Support, and School Goals grew	MRA Leadership - Student (-1%) increase opportunities for students to synergize and seek to understand Leadership - FAMILY & COMMUNITY ENGAGEMENT(-1%) The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning. Having conferences with students involved. Offer raffle or incentives to return completed activities. Culture-STAFF VOICE (-1%) Offering Action Teams the opportunities to meet and discuss ways to have more opportunities for staff voice to be heard. Culture - STUDENT EMPOWERMENT (-3%) Leaderizing school with 9 new leadership roles Academics -ACADEMIC SELF EFFICACY (-2%) Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits Academics - STUDENT GOALS SUPPORT (-3%) Using portfolios to support WIGS and tracking data

Bonne Ecole Elementary 2024-2027

	While these areas still need to be improved, there is evidence that this measure has some strength that can be built upon in the coming years. Community Engagement, Student Empowerment, Staff Voice, and Student Goal Support are areas of opportunity
2026-27	
STUDENT ACHIEVEMENT DATA	
All Students	
At-Risk Student Groups (SWE, ESL, and the lowest performing 25% in ELA and math data <u>must</u> be included as well as any other potential labeled student group)	
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	

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

- 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

Using student work to drive instructional decisions

- Instructional Focus
- schoolwide schedules
- maximize instructional time
- supports teachers
- utilize instructional leaders on campus
- ongoing PD

Meeting Students Needs

- Engages all teachers in utilizing data to identify students in need of intervention, acceleration, extension, or other additional supports
- School Mission, Vision, & Strategic Goal Setting
- This is an area that starts off strong, setting goals with each grade level and school wide. This year I want to focus on goal setting, monitoring and realigning goals as necessary school wide, grade level and student goals.

2025-26

Using student work to drive instructional decisions

- Instructional Focus
- schoolwide schedules

Meeting Students Needs

Bonne Ecole Elementary 2024-2027

● maximize instructional time ● Knowing needs of students ● utilize instructional leaders on campus ● ongoing PD	● Engages all teachers in utilizing data to identify students in need of intervention, acceleration, extension, or other additional supports ● School Mission, Vision, & Strategic Goal Setting ● This is an area that starts off strong, setting goals with each grade level and school wide. This year I want to focus on goal setting, monitoring and realigning goals as necessary school wide, grade level and student goals.
2026-27	

LEADERSHIP TEAM LONG-RANGE PLAN

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

Fall Semester

Date of ILT	Outcome	Materials	Follow-Up
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Bonne Ecole Elementary 2024-2027

Week 1 - 8/15/25	Using data to support instruction	BOY DIBELS		
Week 2 - 8/22/24	Using data to guide interventions	BOY DIBELS		
Week 3 - 8/29/24	Discipline data			
Week 4 - 9/5/24	Classroom management plans			
Week 5 - 9/12/24	Student work sweep aligned to Q1 STWs			
Week 6 - 9/19/24	Plan PLC			
Week 7 - 9/26/24	Plan PLC			
Week 8 - 10/3/24	SAP plan			
Week 9 - 10/10/24	Regroup intervention groups			
Week 10 - 10/17/24	Monitoring of Q1 STWs; set Q2 STWs			
Week 11 - 10/24/24				
Week 12 - 10/31/24				
Week 13				
Week 14	Student work sweep aligned to Q2 STWs			
Week 15				
Week 16				
Week 17				
Week 18	Monitoring of Q2 STWs; set Q3 STWs			

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, Bonne Ecole Elementary will increase the DPS from ____ to ____ (4 points) through a focus on using student work to drive instructional decisions.

2024 DPS (Baseline)	2025 DPS	2026 DPS	2027 DPS
	+ 1.5	+1.5	+1
	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 - 75.6
 - Math - 62.2
 - Science - 65.4

Progress Index (PI)

- What is your current PI in –
 - ELA - 48.8 percent proficient
 - Math - 39.4 percent proficient
 - Overall?

Bonne Ecole Elementary 2024-2027

○ Social Studies ○ Overall - 67.7 ● Where are there opportunities for growth? Math - Major Content and Supporting Content and DIBELS K-3	● Where are there opportunities for growth?
Interests and Opportunities (I/O) ● What is your current I/O? - 150 ● Where are there opportunities for growth - All students will participate in extracurricular activities during the school year.	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?
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	

Bonne Ecole Elementary 2024-2027

Achieve Index (AI) ● What is your current AI in – ○ ELA? ○ Math? ○ Science? ○ Social Studies? ○ Overall? ● Where are there opportunities for growth?	Growth Index (GI) ● What is your current GI in – ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall? ● Where are there opportunities for growth?
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?

Bonne Ecole Elementary 2024-2027

	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? - 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?

Bonne Ecole Elementary 2024-2027

	○ 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? ○ 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?

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 Goal Support
- Priority Goal #2 (Academics) – ELA Proficiency, Fluency and Informational Text
- Priority Goal #3 (Academics) – Math (3-6)
- Priority Goal #4 (Culture) - Increase in Positive Behavior Interactions

Priority Area #1 Goal: Supportive Environment for staff

From Fall 2024 to Fall 2027, Bonne Ecole Elementary will increase the MRA sub-measure student goal support from 76 to 80 through a focus on using district checkpoints to progress-monitor student learning.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
76	77	76	78		80	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there? Create a supportive environment for staff through Leader in Me.
Increase community engagement through Leader in Me.

Purchased Resources to Support Priority Goals

Professional Development Offered

7 Habits training, Core 1 training, PLC collaboration, LIM time, book study of 7 habits of highly effective people, LIM coaching, Lighthouse teams and meetings, LIM lessons daily - DEAL time, SHSLC PLC, Mcleod PD, LIM 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?

- Teachers and students understand their state testing performance results.
- Teachers have set individual student goals.
 - Students take an active role in reflecting upon their performance and setting their own goals.
- Goals for progress-monitoring are set for each students utilizing district checkpoints (and other relevant assessments).
- Students can explain their goals and steps they are taking to meet them.
- student growth based on progress monitoring in DIBELS and high-dosage tutoring for Math using district checkpoints
- improving their overall reading skills and mathematical reasoning and expression
- actively participating in interventions, Leader in Me roles, and in core instruction

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
100% of classrooms have evidence of the implementation of 7 habits of highly effective people and LIM.	Will conduct walk-throughs in early September looking for evidence of student goal setting – report results here	Learning 7 Habits	Student growth due to: Interventions, High Dosage Tutoring, LIM lessons (DEAL), core instruction.	Learning 7 Habits Student leadership roles around school. Environment is more student centered and led	Student growth due to: Interventions, High Dosage Tutoring, LIM lessons (DEAL), core instruction.		Student growth due to: Interventions, High Dosage Tutoring, LIM lessons (DEAL), core instruction.
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Bonne Ecole Elementary 2024-2027

Quarter 1 Reflection –

Classrooms have evidence of implementation of the 7 Habits within their classrooms (class mission statements, leadership roles). Teachers are progress monitoring for DIBELS. Identified students are participating in high-dosage tutoring/intervention groups. Classes are participating in LIM lessons during DEAL time every day. Teachers are planning to attend LIM symposiums.

Quarter 2 Reflection –

Evidence of classwide goals and some student goals within the classrooms. LIM binders will be utilized by all students next school year to track personal/academic goals. iReady school wide data is displayed in the hallway on campus. Identified students are participating in high-dosage tutoring/intervention groups. Classes are participating in LIM lessons during DEAL time every day.

Quarter 3 Reflection –

Grade-level incentive charts are utilized and posted in the cafeteria and classrooms. Class mission statements are posted in the main hallway on campus. Lexia certificates are being utilized to display student achievement. Identified students are participating in high-dosage tutoring/intervention groups. Classes are participating in LIM lessons during DEAL time every day.

End of year Reflection –

A plan will be created for use of the LIM binders amongst all students on campus. Teachers and students will be responsible for creating academic/personal goals. Clubs and leadership roles will continue next school year. DEAL time will continue next year. Teachers have attended district LIM symposiums.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
100% of classrooms have evidence of the implementation of 7 habits of	Mission Statements Lessons completed Binders	Mission Statements Habits Posted in classrooms School and Student WIGS	Reduction in major referrals Student ownership of school activities				

Bonne Ecole Elementary 2024-2027

highly effective people and LIM. Creating opportunities for student leadership roles in the classroom and school wide. Implementing more school wide LIM lessons using WBEE.	Habits Posted in classrooms School and Student WIGS Posted and in Binders Leadership Badges Leadership Charts or contracts Student/Peer mentorship	Posted and in Binders Leadership Badges Leadership Charts or contracts Student/Peer mentorship	Student Pride- more students are finding their voice and are being proactive Students are beginning with the end in mind by setting goals and tracking their goal; Students using the LIM verbiage				
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Classrooms have evidence of implementation of the 7 Habits within their classrooms (class mission statements, leadership roles). Teachers are progress monitoring for DIBELS. Identified students are participating in high-dosage tutoring/intervention groups. Classes are participating in LIM lessons during DEAL time twice a week. On Mondays and Fridays they may be doing a lesson or participating in a LIM influenced activity. On Wednesdays students are updating their LIM portfolios.

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Bonne Ecole Elementary 2024-2027

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal - ELA

From Fall 2024 to Fall 2027, Bonne Ecole Elementary will increase proficiency in ELA from LEAP 48.8 percent proficient/DIBELS (60) to LEAP 57.8 percent proficient/DIBELS (72) through a focus on word reading, reading fluency, and responding to informational text in all content areas.

Bonne Ecole Elementary 2024-2027

	2024 ELA Percent Proficient (Baseline)	2025 ELA Percent Proficient	2026 ELA Percent Proficient	2027 ELA Percent Proficient
All Students	48.8 – LEAP 59.6 – DIBELS	51.8 – LEAP 62 – DIBELS	54.8 – LEAP 70 – DIBELS	57.8 – LEAP 72 – DIBELS
		Met Goal? LEAP Y N DIBELS Y N 68%	Met Goal? LEAP Y N DIBELS Y N	Met Goal? LEAP Y N DIBELS Y N
Student Group(s)				
SWE	48.7 - LEAP 33.3 DIBELS	50 - LEAP 35-DIBELS	52 - LEAP 37-DIBELS	54 - LEAP 39-DIBELS
		Met Goal? LEAP Y N DIBELS Y N 46%	Met Goal? LEAP Y N DIBELS Y N	Met Goal? LEAP Y N DIBELS Y N
EL	0-LEAP 33.3-DIBELS	2-LEAP 35-DIBELS	4-LEAP 67-DIBELS	6-LEAP 38-DIBELS
		Met Goal? LEAP Y N DIBELS Y N 65%	Met Goal? LEAP Y N DIBELS Y N	Met Goal? LEAP Y N DIBELS Y N
Lowest 25% in ELA?				
	English Learners	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?				
	English Learners	Met Goal?	Met Goal?	Met Goal?

Bonne Ecole Elementary 2024-2027

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

How are we going to get there?

- Use of Lexia, Amira, core curriculum
- Participation in High Dosage Tutoring and Intervention to support core curriculum
- Small group instruction & small group interventions that change according to progress monitoring data
- enrichment groups
- Use of HQIM
- Goal setting and analysis of LEAP/DIBELS data
- one to one conferencing about goals and progress

Professional Development Offered

Lexia training, Curriculum Specialist support, Learning Community PLCs

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?

- Growth in Amira and Lexia
- Participation in intervention and High Dosage Tutoring
- Participation in core instruction
- Growth in DIBELS scores
- Improving students overall reading skills

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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Bonne Ecole Elementary 2024-2027

Goal-student growth Data-DIBELS, Amira, and Lexia data reports	Analyzing BOY data	Participation in core instruction, Amira, and intervention. High Dosage Tutoring was implemented	After analyzing data, intervention groups were changed based on students' needs	Participation in core instruction, Amira, High Dosage Tutoring, and intervention.	After analyzing MOY data, intervention groups were changed based on students' needs	Participation in core instruction, Amira, High Dosage Tutoring, Lexia, and intervention.	After analyzing data, intervention groups were changed based on students' needs
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Students are showing growth in DIBELS, Amira, and Lexia. The data is allowing teachers to change intervention groups to best support student's needs.

Quarter 2 Reflection –

Students are showing growth in DIBELS, Amira, and Lexia. The data is allowing teachers to change intervention groups to best support student's needs.

Quarter 3 Reflection –

Students are showing growth in DIBELS, Amira, and Lexia. The data is allowing teachers to change intervention groups to best support student's needs.

End of year Reflection –

Students are showing growth in DIBELS and Lexia. The data is going to allow teachers to plan for intervention groups and making WIGs for the 2025-2026 school year.

2025-26

Bonne Ecole Elementary 2024-2027

Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Goal-student growth Data-DIBELS, Amira and Lexia data reports	Analyzing BOY data	Participation in core instruction, Amira, intervention, and High Dosage Tutoring	After analyzing data, intervention groups were changed based on students' needs				
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Students are showing growth in DIBELS, Amira, and Lexia. The data is allowing teachers to change intervention groups to best support student's needs.

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

2026-27

Bonne Ecole Elementary 2024-2027

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 - Math

From Fall 2024 to Fall 2027, Bonne Ecole Elementary will increase the Math percent proficient from 39.4 to 49 through a focus on the sub-category Major Content assessed on LEAP 2025.

	2024 Math Growth Percent (Baseline)	2025 Math Growth Percent	2026 Math Growth Percent	2027 Math Growth Percent
All Students	LEAP 39.4	LEAP 43	LEAP 46	LEAP 49

Bonne Ecole Elementary 2024-2027

		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	LEAP 32.6	LEAP 35	LEAP 37	LEAP 39
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	LEAP 20	LEAP 21	LEAP 22	LEAP 23
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	English Learners			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?	English Learners			
		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?

- Use of core curriculum and iReady interventions
- Participation in High Dosage Tutoring and Intervention to support core curriculum
- Use of HQIM

Bonne Ecole Elementary 2024-2027

- Goal setting and analysis of LEAP/Benchmark data
- Professional development - iReady and Eureka 2
- Curriculum Specialist support

Professional Development Offered

iReady, Eureka 2, Curriculum Specialist support, Learning Community PLCs

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?

- Growth in iReady data
- Participation in intervention and High Dosage Tutoring
- Participation in core instruction
- Improving students overall math skills based on Benchmark assessments

2024-25

Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Goal - student growth Data - iReady data reports, Benchmark assessments	Analyzing Diagnostic 1 and LEAP data	Participation in core instruction, iReady, and intervention. High Dosage Tutoring was implemented	After analyzing data, instructional decisions within the core curriculum were implemented based on student needs.	Participation in core instruction, iReady, and intervention. High Dosage Tutoring was implemented	After analyzing data, instructional decisions within the core curriculum were implemented based on student needs.	Participation in core instruction, iReady, and intervention. High Dosage Tutoring was implemented	After analyzing data, instructional decisions within the core curriculum were implemented based on student needs.

Bonne Ecole Elementary 2024-2027

	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N
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Quarter 1 Reflection –

Students are showing growth on Benchmark assessments. iReady is being implemented as an intervention for K-5. The data is allowing teachers to implement instructional decisions within the core curriculum to best support student’s needs.

Quarter 2 Reflection –

Students are showing growth in iReady and Benchmark assessments. The data is allowing teachers to implement instructional decisions within the core curriculum to best support student’s needs.

Quarter 3 Reflection –

Students are showing growth in iReady and Benchmark assessments. The data is allowing teachers to implement instructional decisions within the core curriculum to best support student’s needs.

End of year Reflection –

Students are showing growth in iReady and Benchmark assessments. Teachers are using assessments to implement instructional decisions within the core curriculum to best support students’ needs. We are awaiting LEAP results for 2025.

Priority Goal #4 (Culture) - Increase the Positive Behavior Interactions

By the end of 24-25 school year, Bonne Ecole Elementary will increase the number of positive behavior interactions by reducing the number of referrals for all students by 15%. We will accomplish this by implementing LIM relationship agreements in every classroom, utilizing the support of behavior coaches and /or behavior program coordinators to improve classroom climate as indicated by an improved rating on the look-for-tool, and provide additional leadership opportunities to all of our students.

2024-25

Bonne Ecole Elementary 2024-2027

Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Reduction of referrals by 15% using JPAMS data	A baseline of 618 to 525 or fewer by the end of the school year.	Reduce # of referrals by creating mission statements and classroom behavior plans	Increase in referrals from 128 in 23-24SY to 221 in 24-25 SY	Reduce # of referrals by increasing rewards for positive behaviors	Increase in referrals from 291 to 422	Reduce # of referrals by increasing student leadership roles and student discussions in creating more opportunities for positive behavior interactions.	We did not reduce # of referrals.
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

We have started the year with more positive reinforcement plans in place but more behaviors are continuing in the PK, K , and 5th grades. Meeting with teachers to support classroom management plans and instructional support to decrease inappropriate behaviors.

Quarter 2 Reflection –

Although we have increased support for teachers and interventions for students we continue to see an uptick in referrals from last year. We remain consistent with addressing behaviors. Upper grade levels have seen a decrease while PK, K have seen an increase.

Quarter 3 Reflection –

End of year Reflection –

End of the 24 - 25					
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Bonne Ecole Elementary 2024-2027

school year					
217 students received 718 Referrals					
OSS	PK - 4		3.16 below 5.2%		
OSS	5th - 6th		3.74 well below 20.2%		
69% Males receive referrals		18% BM	41%WM	proportional to the school population 57%W, 28%B; Disproportional to F:M population	
8.93% (59/661) All Referrals were SWE students				Down 21% from 23 -24 SY	

2025-26							
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 –

Bonne Ecole Elementary 2024-2027

End of year Reflection –

2026-27

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

OTHER SUPPORT

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

Bonne Ecole Literacy Plan [BEE 2024-2025 School-wide Literacy Intervention Plan - Title I Schools](#)