

2024-2027
Florida Avenue Elementary
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

DIBELS:

BOY to EOY: 3rd grade above benchmark grew from 21% to 29%, 2nd grade grew from 14% to 19%, and 1st grade grew from 6% to 9%.

BOY to EOY: Kindergarten benchmark grew from 12% to 30% and 1st grade benchmark grew from 15% to 33%.

DIBELS:

All grade levels are scoring below the **target growth** per grade of 80% or more at benchmark at the end of the year. K-60%, 1st-59%, 2nd-44%, 3rd-49%.

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ELA ELA was the highest assessment index of all subjects at 60.5. This was a 3.3 increase from 2023. ELA Assessment index in 3rd grade has continued to increase since 2022. 49.6, 55 and 62.6 The highest index score by subject was for ELA 6th grade at 66.1. 6th grade had the least amount of unsatisfactory students which was one student or 1.9%. 42.2% of current 4th grade students scored Mastery or Above in ELA, this is the highest percentage for grades 3-6. Whole School Substrands: Overall, there was an increase in strong and moderate achievement in reading performance and a decrease in weak performance. Strong 38% to 39% Moderate 25% to 30% Weak 37% to 30% Overall, moderate writing performance increased from 26% to 31%. Another strength is that all grade levels saw a decrease in weak performance under vocabulary. 3rd: 46% to 35% 4th : 37% to 33% 5th: 36% to 28% 6th: 40% to 37%	ELA Strong writing performance decreases across grade levels from 35% to 28%. Since 2022, 5th grade has continued to decrease in ELA assessment index score. 70.2 to 67 to 57.2, however, last year's 5th grade Cohort (57.2) saw the largest increase of all the cohorts. ELA percent proficient decreased from 34.6% to 31.7%. 5th grade saw the largest percent proficient drop of 17.5%. ELA 4th grade had the highest amount of unsatisfactory students with 11 which is 19.3%. In 2023, the 3rd grade cohort had a 40.8% proficient in ELA. This same group of students dropped to 24.6% proficient in 2024. Whole School Substrands: Overall, strong writing performance decreased across grade levels. The weak writing performance increased. Strong 35% to 28% Moderate 26% to 31% Weak 39% to 41%
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Math

Current 4th grade students had the highest percentage of students scoring Mastery or Above in Math, however, only 26.3% scored proficient in Math so this is still a weakness.

Overall, a school strength in Math is modeling and application with 21% mastery and above.

Math

Math dropped from 42 to 39.5: specific area of weakness is Major Content

The weakness in Major Content area for each grade level:

3rd: Solve Time, Area, Measurement and Estimation Problems-51% of the students fell in the weak category.

4th: Compare and solve problems with Fractions-70% of the students fell in the weak category.

5th: Solve fraction problems-68% of the students fell in the weak category.

6th: Rational numbers/multiply and divide fractions-61% of the students fell in the weak category.

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Science:

Overall, a school strength in Science is reason scientifically with 22% scoring advanced or mastery.

Current 6th grade students had the highest percentage of students scoring Mastery or Above in Science, however, only 28.3% scored proficient in Science so this is still a weakness.

Overall, the grade levels with the lowest number of percentages in AB and Unsat is 3rd grade with 33.3 in ELA, 43.8 in Math and 4th grade with 47.3 in Science.

Science

Science dropped from a 47.1 to 43.7: specific area of weakness is Evaluate

Math and Science has the highest percentage of students scoring in the AB and Unsat levels:

Math:

3rd: 43.8% scoring AB or Unsatisfactory

4th: 56.1%scoring AB or Unsatisfactory

5th: 62.2% scoring AB or Unsatisfactory

6th: 61.1% scoring AB or Unsat

Science:

3rd: 50.9% scoring AB or Unsatisfactory

4th: 47.3% scoring AB or Unsatisfactory

5th: 60.4% scoring AB or Unsat

6th: 53.7% scoring AB or Unsat

The grade level with the highest number of percentages in AB and Unsat for Science is 5th grade with 60.4%; Math is 5th grade with 62.2%; ELA is 4th grade with 36.8%.

Overall, fifth grade has the highest percentage of students scoring in the AB/Unsat level for most subjects. This is the current sixth grade for 24-25.

At-Risk Student Groups

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

Subgroups	Subgroups: Whole Group
Whole School: (Assessment Index)	Math: 42 to 39.5. Decrease 2.5
ELA: 57.2 to 60.5. Increase 3.3	Science 47.1 to 43.7. Decrease 3.4
SWE: (Assessment Index) Previous Goal: Increase each year by 3 points.	Math: 12.3 to 8.4. Decrease 3.9
ELA: 28.5 to 35.7. Goal met by 7.2 points.	Science: 12.3 to 8.4. Decrease 3.9
Math: 21 to 25.7. Goal met by 4.7 points.	English Learner: (Assessment Index:)
Science: 26.8 to 30.7. Goal met by 3.9%	Math: 12.3 to 8.4. Decrease 3.9
(Assessment Index:)	Science: 12.3 to 8.4. Decrease 3.9
ELA: 20 to 22.1. Increase 2.1	
Two or More Races: (Assessment Index)	Hispanic or Latino: (Assessment Index)
ELA: 89 to 93.6. Increase by 4.6	ELA: 44 to 37.8. Decrease 6.2
Math: 50 to 72.1. Increase by 22.1.	Math: 40.7 to 20. Decrease 20.7
Science: 77 to 72.1. Down by 4.9	Science: 36.3 to 25.6. Decrease 10.7

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White: (Assessment Index)

ELA: 67.6 to 71.6. Increase by 4

Math: 50.9 to 51.3. Increase by 0.4

Science: 54.2 to 55.7. Increase 1.5

Black or African American: (Assessment Index)

ELA: 44.5 to 51.3. Increase 6.8

Economically Disadvantaged: (Assessment Index)

ELA: 49.7 to 55.7 Increase 6.0

Science: 37.7 to 39. Increase 1.3

ELPT: Within the four domains students are scoring highest in listening and speaking; listening average score is 4.1 out of 5; Speaking average is 3.8 out of 5

At least half of the ELL students are scoring 100+ points meeting or exceeding the English proficiency test: 8/12 students scored progressing/meeting the target

Two or More Races: (Assessment Index)

Science: 77 to 72.1. Down by 4.9

Black or African American: (Assessment Index)

Math: 29.7 to 27.5. Decrease 2.2

Science: 37.9 to 31.5. Decrease 6.4

Economically Disadvantaged: (Assessment Index)

Math: 36.6 to 34.5. Decrease 2.1

SCHOOL CULTURE DATA - MRA

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

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MRA: 23-24 MRA: Strength is instructional efficacy and it went up 10% from 72 to 82 under empowering teachers. 24-25 - Spring 2025 MRA - overall score of 77. Both Leadership and Culture grew. Leadership score grew 3% from 77-80. Culture score grew 5% from 76-81. 23-24 - The area of strength is personal effectiveness under staff leadership when up 4% from 75 to 79. 24-25 - area of strength - Collective Efficacy grew 7% from 73 - 80. Canoe Support in the area of Academics - Instructional Efficacy dropped 5% from 82 - 77. Moving forward we will focus on CORE 2 training and implementation of WIG's. 23-24 Another area of strength is the suspension rate in 23-24 school year is 2.81% which is 13/461 students. The 22-23 was 4.47%. This is a decrease of 1.66%. 24-25 our suspension rate increased slightly at 4.73%. Our subgroup African American suspension rate decreased from 2.68% to 1.3%. 2023 it was 12 students with 19 suspensions and in 2024 it was 6 students 9 suspensions. Our SWE subgroup has a suspension rate decreased from 1.56% to 1.08%. 2023 was 7 students with 10 suspensions to 2024 5 students with 9 suspensions. Our White subgroup had a suspension rate decrease from 1.56% to 1.3%. 2023 7 students with 9 suspensions to 2024 6 students with 8 suspensions.	Discipline: The SWE subgroup, the referral rate of 6.48% to 7.5%. 23-24 -FAE's Highest Incident code is Conduct injurious to associates (155 referrals) which went down to 125 referrals. This is still a weakness. 24-25 Highest Incident code is - Disturbs the School @ 72 referrals. Conduct Injurious to Associates referrals were down from 125 to 65. This was a significant decrease from the previous year. 23-24 - The highest location code for referrals was in the classroom (288 referrals to 185 referrals); Although this is a strength, this is an area we want to continue to work on. 24-25 - The Highest location code for referrals is in the Classroom. 199. This is an increase from the previous year and an area we continue to target. 23-24 -The time frame that most referrals fell in was between 11AM - 2PM. Most referrals were written on Wednesday (84). 24-25 The time frame that most referrals fell in was between 12-2PM. Most Referrals were on a Tuesday (82). However Wednesday (61) and Friday (56) are also areas that we will target. 23-24 -Trend Data reflects that Conduct Habitus Injurious to Associates has risen over the last four years: '20-'21=74; '21-'22=94; '22-'23=155 and '23-'24=125 ; 24-25 = 65. 23-24 - Trend Data reflects that Disturbance in the classroom has also risen over the past four years: '20-'21=30; '21-'22 = 53; '22-'23= 104 infractions and '23-'24=79. "24-'25= 72. 24-25 Trend data continue to reflect that Disturbance in the classroom is an area of concern with 72 referrals, down from 79 referrals.
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23-24 FAE's referral rate went from 23.48% to 20.17%. **24-25** referral rate was 21.08%

The African American subgroup referral went from 13.19% to 11.9%.

Discipline: Trend data reflects a decrease treats authority with respect from 70 infractions to 45 infractions in 22-23. In 2023-2024, it went down to 41 infractions.

In addition, student use of profanity decreased from 35 infractions in 22-23 to 19 in 23-24.

2025-26

STUDENT ACHIEVEMENT DATA

All Students

STRENGTHS:

DIBELS:

Overall, students scoring proficient on DIBELS increased from 41% to 53%. Students scoring Well Below decreased from 44% to 30%

WEAKNESSES:

DIBELS:

Third grade had a decrease in students scoring proficient at EOY, decreasing from 61% BOY to 50% EOY.

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First Grade had the highest increase of students scoring proficient at EOY, increasing from 16% at BOY to 64% at EOY.

Kindergarten increased students scoring proficient from 13% to 20%

Second grade increased students scoring proficient from 21% to 32%

ELA STRENGTHS

ELA was the highest assessment index of all subjects at 51.7

Fourth Grade has shown growth in students scoring Mastery over the last two years, 3.4% increase in students scoring Mastery in 2024 and 12.7% increase of students scoring Mastery in 2025.

Fifth grade has an increase of 8.2% students scoring Mastery from 2024.

Even though Third grade has a drop in percentage of students scoring Mastery in ELA, the grade still had the highest percentage of students scoring Mastery with 42.2%

Whole School Substrands: Overall, there was an increase in students scoring in the Strong component of Vocabulary from 34% - 37%

4th grade increased from 35% to 49% students scoring Strong in Vocabulary

5th grade increased from 40% to 43% students scoring Strong in Vocabulary

6th grade increased from 26% to 27% students scoring Strong in Vocabulary

SWE students had an increase in Assessment Index from 35.7 to 42.3. This is the only subgroup that had an increase in the Index score.

MATH STRENGTHS

Our Math score did decrease but less than one point. We had an increase in students scoring Mastery from 15.8% to 18.8%

Our school is still scoring lower than the district average of 72% proficient at EOY, Florida Avenue is scoring 53% proficient at EOY.

ELA WEAKNESSES

Overall ELA Assessment Index dropped 8 points from 60.5 to 51.7
ELA students scoring proficient dropped 4.5 points.

Substrands - overall Reading Performance has the largest decrease in students scoring in the Strong range with a 10% drop.

Third grade students scoring Mastery had the largest drop with over 22 points decrease of students scoring Mastery from 2024.

Sixth Grade decreased by 15.8 points.

All subgroup Assessment Index scores dropped except for SWE. The ELL Index had the most significant drop from 22.1 to 7 (19 testers to 23 testers).

The sixth grade cohort had the largest decrease in Assessment Index score, dropping 9.5 points.

MATH WEAKNESSES

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4th grade had an increase in Math Assessment Index Score by 8.7 points and a 13% increase in students scoring Mastery.

5th grade had a 7.5% increase in students scoring Mastery.

The White subgroup improved the Assessment Index by 3.2 points, the Hispanic subgroup improved by 11.1 points, the SWE Assessment Index improved by 3.9 points, and the ELL subgroup improved the Assessment Index by 2 points.

The 6th grade cohort grew .7 points.

Substrand Growth:

Grade 4 had growth in all 3 substrands

Compare and Solve Problems 12% strong to 34% strong

Solve multi-step problems 23% strong to 44% strong

Multiplicative comparison and Place Value 5% strong to 27% strong

Grade 5 had growth in three of the substrands

Operations with Decimals/Read, Write, Compare and Decimals 13% strong to 19% strong

Solve Fraction Problems 9% strong to 10% strong

Recognize, represent and determine volume/multiply and divide whole numbers 9% strong to 24% strong

Overall, the entire school grew in three of the substrands:

Major Content 16% strong to 17% strong

Additional and Supporting Content 17% strong to 19% strong

Expressing mathematical reasoning 16% strong to 23% strong - largest growth

SCIENCE STRENGTHS:

The fourth grade had an increase in students scoring Mastery from 21% to 25.4%

The fifth grade had an increase in students scoring Mastery from 28.3% to 32.7%

Overall Index Score did drop from 39.5 to 38.9

Third grade had the largest percentage of students decreasing from scoring Mastery, 6.3%

The Black subgroup dropped in Assessment Index score 7.8 points

The 4th and 5th grade cohort both dropped in Assessment Index

3rd to 4th 3.4 points

4th to 5th 6.4 points

Overall the Math scores showed more students scoring Weak in Expressing Mathematical Reasoning 52% Weak to 54% Weak in 2025

Third Grade 51% Weak

Fourth Grade 39% Weak

Fifth Grade 64% Weak

Sixth Grade 56% Weak

SCIENCE WEAKNESSES:

Science Assessment Index dropped 43.7 to 40.9: specific area of weakness is Evaluate

Third grade has the largest drop in students scoring Mastery, 19.3% to 6.7%

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Overall Investigate is the strongest subcomponent with 23% students scoring Strong. This percentage grew by 2% from 2024	Third grade has the largest drop in Assessment Index from 21.2 to 18.4 Evaluate and Reason Scientifically dropped in % of students scoring Strong. Evaluate 20% to 19% Reason Scientifically 22% to 20%
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At-Risk Student Groups

(SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)

LEAP ELA Black Subgroup decreased in Assessment Index 51.3 to 37.2 SWE Subgroup increased in Assessment index 35.7 to 42.3 ELL Subgroup decreased in Assessment Index 22.1 to 7 LEAP MATH Black Subgroup decreased in Assessment Index 27.5 to 19.7 SWE Subgroup increased in Assessment Index from 25.7 to 29.6 ELL Subgroups increased in Assessment Index from 8.4 to 10.4 LEAP SCIENCE Black Subgroup decreased in Assessment Index 31.5 to 26.2 SWE Subgroup increased in Assessment Index 30.7 to 31.7 ELL Subgroup decreased in Assessment Index 8.4 to 3.5	ELPT ELPT: Within the four domains students are scoring highest in listening and speaking. The average score is 4.5 for listening and 3.5 for speaking. Last year BOY for ELL students showed 42% Proficient and by EOY 70% were proficient. There was a decrease in students scoring well below by 8%.
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SCHOOL CULTURE DATA - MRA

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

MRA: Strength is instructional efficacy and it went up 10% from 72 to 82 under empowering teachers.	Discipline
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24-25 - Spring 2025 MRA - overall score of 77. Both Leadership and Culture grew. Leadership score grew 3% from 77-80. Culture score grew 5% from 76-81.

The area of strength is personal effectiveness under staff leadership when up 4% from 75 to 79.

24-25 - area of strength - Collective Efficacy grew 7% from 73 - 80. Canoe Support in the area of Academics - Instructional Efficacy dropped 5% from 82 - 77. Moving forward we will focus on CORE 2 training and implementation of WIG's.

Another area of strength is the suspension rate in 23-24 school year is 2.81% which is 13/461 students. The 22-23 was 4.47%. This is a decrease of 1.66%.

Our subgroup African American suspension rate decreased from 2.68% to 1.3%. 2023 it was 12 students with 19 suspensions and in 2024 it was 6 students 9 suspensions.

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FAE's referral rate went from 23.48% to 20.17%.

The African American subgroup referral went from 13.19% to 11.9%.

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

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LEADERSHIP GOAL - PRINCIPAL'S WILDLY IMPORTANT GOAL (WIG) ● <i>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?</i> ● <i>What is the leadership goal that was established during the Beginning-of-the-Year conference?</i>	
School Improvement Focus Area	Leadership Goal
2024-25	
Increasing the number of students scoring Mastery by planning with teachers during PLCs to plan for core instruction and small group instruction using student work, Exit tickets, District Checkpoints, DIBELS.	Curriculum & Assessment - I want 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	
Increasing the number of students scoring Mastery by planning with teachers during PLCs to plan for core instruction and small group instruction using student work, Exit tickets, District Checkpoints, DIBELS.	Curriculum & Assessment In PLC - have teachers write their genius. Ensure all teachers are on a committee and have them write how they will contribute to the committee. Start easing in having teachers lead parts of PLC.

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	Expand the Lighthouse team to teachers. Teachers leading lighthouse and ILT
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
September 23	Data to determine students scoring Mastery, Basic, AB & bottom 25% - making goal for students in each category - use this data for intervention block and small group instruction	LEAP Data, DIBELS, student work	Share the data with teachers and ILT members
October 21	Learning Walks based on needs of teacher effectiveness - Release of Responsibility and Using assessment to guide instruction Using data to plan for PLC DIBELS BOY (Benchmark & Above) Kindergarten - 28%	District and NIET Learning Walks, iReady, DIBELS	Based on learning walks coaches and ILT members will help provide support to teachers on releasing responsibility

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	First Grade - 33% Second Grade - 37% Third Grade - 61%		
November 11	Learning Walks to monitor teachers goal of releasing responsibility and using assessment to guide instruction Using data to plan for PLC	District Checkpoints, Learning Walk Rubrics, DIBELS Progress Monitoring. iReady	Plan PLC to review DIBELS with K-2 and work on small groups for intervention block Share learning walks with teachers
December 9	Review District Checkpoints, follow up on student growth/lack of and determine new plan for learning walks Using data to plan for PLC	District Checkpoints, Learning Walk Rubrics, student work , MOY DIBELS. iReady Diagnostic	Admin and Coaches beginning Coaching cycles with teachers based on data - meeting once a month to discuss student work and instructional planning
January 13	Look at MOY Assessments - LEAP 360, DIBELS and district checkpoints to determine Spring Plan Using data to plan for PLC DIBELS Growth from BOY-MOY (Benchmark or Above) Kindergarten - 29% to 43% First Grade - 33% to 41% Second Grade - 37% to 40% Third Grade - 61% to 58%	LEAP 360, District Checkpoints, MOY DIBELS, iReady	Review MOY DIBELS with K-2 Curriculum specialists to visit PLC to review scores Continue coaching cycles
February 10	Review Intervention Block, use assessments to determine new groups/adding and moving students to new groups Using data to plan for PLC	District checkpoints, student grades, and student work, DIBELS Progress Monitoring , iReady	Looking at student grades Red DIBELS students - plan for students in Red - fluency, nonsense words

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March 10	Continue to monitor data and make decisions for planning in PLC	District checkpoints, student grades, and student work , iReady	Review progress of RED students Plan for teacher and parent conferences for students with failing grades
April 7	Reflections with teachers during PLC to plan for 25/26 school year DIBELS Growth from MOY-EOY (Benchmark or Above) Kindergarten - 43% to 40% First Grade - 41% to 54% Second Grade - 40% to 56% Third Grade - 58% to 50%	Reflection Survey set up on Google EOY DIBELS , iReady	Red students in DIBELS Checking progress monitoring Work on survey for teachers discuss upcoming school year
May 12	Will reflect on data, teacher reflections and observations to determine goals for upcoming school year Work on Summer Retreat DIBELS Growth from BOY-EOY (Benchmark or Above) Kindergarten - 29% to 40% First Grade - 33% to 54% Second Grade - 37% to 56% Third Grade - 61% to 50%	District checkpoints, student grades, and student work, DIBELS Progress Monitoring , iReady, Learning Walks	Looking at students in third still RED - set up conferences with parents Plan summer retreat - LIM conference day on May 28th

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, Florida Avenue Elementary School will increase the SPS 4 points each year from 47.9 to 59.9 through a focus on growth to mastery in all subjects.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
47.9	51.9 Actual score 42.6	55.9	59.9
	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 60.5
 - Math 39.5
 - Science 43.7
 - Social Studies 2023 score 32
 - Overall 47.9

Where are there opportunities for growth?

- To increase math scores by working on major content
- To increase ELA scores by working on writing and developing strong claims
- To increase the number of students scoring Mastery in Science by implementing high quality instructional resources from the Guaranteed Curriculum

Progress Index (PI)

- What is your current PI in –
 - ELA + 3.3
 - Math -2.5
 - Science -3.4
 - Overall +3.4

● Where are there opportunities for growth?

- Continuing to build on ELA scores, we continue to show overall growth in ELA. Teachers will continue to look at student work with a focus on writing and developing strong claims
- Admin and Coaches will conduct learning walks in both math and science classes to provide support to teachers in using data to plan for core instruction, aligning the standards with the core instruction, and planning for small group instruction
- Tracking DIBELs during Progress Monitoring to identify strengths and weaknesses to provide support during intervention block and core instruction using CKLA and Heggerty

Interests and Opportunities (I/O)

- What is your current I/O? 149.7

DCAI (Jr. Highs ONLY)

- What is your current DCAI?

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● Where are there opportunities for growth? All students have the opportunities to participate in extracurricular activities during the school year, all students will participate in monthly clubs, and all students participate in Art, PE, and Music	● Where are there opportunities for growth?
2025-26 Components of SPS	
Achieve Index (AI) ● What is your current AI in – ○ ELA? 51.7 ○ Math? 38.9 ○ Science? 40.9 ○ Social Studies? 33.6 ○ Overall? 42.6 ● Where are there opportunities for growth? ○ In all subjects, increasing the number of students scoring proficient ○ To increase math scores by working on major content ○ To increase ELA scores by working on writing and developing strong claims ○ To increase the number of students scoring Mastery in Science by implementing high quality instructional resources from the Guaranteed Curriculum ○	Growth Index (GI) ● What is your current GI in – ○ ELA? -8.8 ○ Math? -.6 ○ Lowest 25% in ELA? 53.7% growth ○ Lowest 25% in Math? 38.4% in growth ○ ELL population? 35.1% growth ○ Overall? ● Where are there opportunities for growth? ○ Continue to show growth in SWE and lowest 25% ○ Students scoring proficient in all subjects ○ Growth for ELL population ○ Admin and Coaches will conduct learning walks in both math and science classes to provide support to teachers in using data to plan for core instruction, aligning the standards with the core instruction, and planning for small group instruction ○ Tracking DIBELS during Progress Monitoring to identify strengths and weaknesses to provide support during

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	intervention block and core instruction using CKLA and Heggerty ○ Targeted Support for lowest 25%, students scoring proficient or in range to score proficient, targeted support for all red and yellow students in DIBELS
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?	Graduation Rate (High Schools ONLY) ● What is your current grad rate?

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How many students/What percent have- ○ Signed military acceptance letter? ○ Service Academy acceptance? ● Where are there opportunities for growth?	● Where are there opportunities for growth?
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? ○ 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 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) - Leader in Me Student Leadership Practices
- Priority Goal #2 (Academics) - Math
- Priority Goal #3 (Academics) - Science

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Florida Avenue School will increase the MRA sub-measure - student leadership practices - student goals) from 74 to 83 through a focus on student conferences, student Lighthouse team, ambassadors, student council, student school wide jobs and clubs.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
75	+2	77	+2		+2	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there?

Trusted Relationships between students and teachers - creating a LIM environment to increase student involvement and stronger relationships with students

Students' families/caregivers engage as partners in their child's learning, using the LIM environment to increase parent engagement with their child's learning - will do this through parent activities and aligning with the LIM

Students will be using student lead practices such as clubs, student council, student jobs, teacher and student conferencing, Lighthouse Team, Ambassadors. We would know the efforts are making an impact by fewer referrals and an increase in student led activities.

Purchased Resources to Support Priority Goals

Professional Development Offered
7 Healthy Habits Training for Parents, students, teachers LIM Coaching Teacher and Student Lighthouse Teams PLC inter-grade level collaboration SHS Learning community - LIM training and community PLC Mark McCleod Training LIM Symposium TBRI

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?

- A decrease in behavior referrals
- LIM roles school wide and in individual classrooms
- Students can use binders to explain personal WIGs and plans for improvement

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
From Fall 2024 to Fall 2027, Florida Avenue will increase the sub measure of Student Leadership	'23-'24 MRA Score 74 JPMAS Referrals for '23-'24 - 359 total	Our first quarter goal was 90 referrals.	JPAMS Referrals - 93 total ('23-'24 first quarter total was 99 referrals)	Our second quarter goal would be less than 93 referrals.	JPAMS Referrals - 161 Total	Our third quarter goal will be less than 161 referrals.	MRA End of Year score is a 78. JPAMS Referrals - 114 Referrals

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Practices by 5 points.							
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Based on Discipline data, our focus area will be Willful Disobedience in the Classroom. Using LIM / 7 Healthy Habits Lessons and Classroom Leadership roles we will decrease the number of referrals for the second nine weeks.

Quarter 2 Reflection –

Based on Discipline Data, we did not meet our goal of decreasing the number of referrals for the second quarter. Our focus area will continue to be Willful Disobedience in the Classroom. The afternoon seems to be an area of concern, as well as sixth grade classes. We will continue LIM / 7 Healthy Habits, Classroom and School-Wide Leadership roles, and behavior coaching.

Quarter 3 Reflection –

Based on Discipline Data, we did meet our goal of decreasing the number of referrals for the third quarter. Willful Disobedience infractions decreased from 53 referrals to 27. Classroom and afternoons continue to be an area of concern. We will continue LIM / 7 Healthy Habits Lessons, Classroom and School-Wide Leadership Roles, and behavior coaching.

End of year Reflection –

We will continue the LIM model and will have a LIM retreat last week of May to increase student leadership and roles in the classroom. Students will also use binders to track behaviors and take responsibility for behavior charts.

2025-26							
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 –

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 –

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Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal - Math 3rd - 6th

From Fall 2024 to Fall 2027, Florida Avenue School will increase LEAP 2025 Math Mastery percentage from 16% to 24% through a focus on Major Content for each grade level.

Grade	Strand	% Proficient
3rd	Major Content	26% Strong
4th	Major Content	9% Strong
5th	Major Content	11% Strong
6th	Major Content	17% Strong

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	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
All Students	15.8	18.8		
		Met Goal? Y N 3% growth	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	1%	5%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	0%	0%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	65% growth	53.7%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?	48.8% growth	38.4%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal?	Met Goal?	Met Goal?

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

During PLC, instructional coaches will plan with teachers using data from LEAP, LEAP 360, District Checkpoints, and analyzing student work; teachers will annotate lesson plans to check for understanding; providing intervention block for all students, high dosage tutoring, small group instruction

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

Professional Development Offered
IReady Eureka Content Leader District Curriculum Specialist attending PLC SHS Community PLC for 4th - 6th grade math teachers

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?

- **Analyzing student work**
- **Exit Tickets**
- **District Assessments**
- **Tracking student growth in PLC using district and classroom assessments**
- **We should see students using math vocabulary in student table talks, able to represent their thinking in words and pictures**

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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
To increase students scoring Mastery in Math by 3%	Students scored 16% on LEAP testing for Spring 2024.	1%	BOY Readiness is 26% i-Ready Fall Diagnostic is 6%	1%	District Benchmark 25.6% i-Ready Winter Diagnostic 19%	1%	District Checkpoints 38.2%
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

The BOY readiness is a district assessment. The 26% in grades 3-5 shows students that scored in the exceptional and proficient ranges. i-Ready is used as an intervention to track where students are in the major math domains. The 6% represents the students that are above or on grade level.

Quarter 2 Reflection –

There was a 0.4% decline from BOY to MOY district assessment and a 13% growth from Fall to Winter Diagnostic. This indicates that students are maintaining with the current grade level major content standards and closing achievement gaps.

Quarter 3 Reflection –

There was a 12.6 increase from the District Benchmark Assessment to the District Checkpoints in the 3rd quarter. This shows an improvement within the grade level standards.

End of year Reflection –

The goal of 3% was exceeded. We will continue using data to plan for instruction and create WIGS and playbooks for the math team using the LIM model.

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2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
To increase students scoring Mastery in Math by 3%	Students scored 18.8% on LEAP testing for Spring 2025						
			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 –

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 #3 Goal

From Spring 2021 to Spring 2022, the percentage of students in each grade achieving Mastery or Above on the LEAP 2025 in science for each cohort of students will increase by 4% as follows:

Grade	2024 Score	2025 Score	2026 Score	2027 Score

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3 rd	19%			
4 th	22%	25.4%		
5 th	29%	32.7%		
6 th	17%	9.7%		
7 th				
8 th				

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	21% scoring Mastery Investigate 21% Strong Evaluate 20% Strong Reason Scientifically 22% Strong	18.4% scoring Mastery Investigate 23% Strong Evaluate 19% Strong Reason Scientifically 20% Strong		
		Met Goal?	Met Goal?	Met Goal?

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		Y N	Y N	Y N
Student Group(s)				
SWE	1%			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	0			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	0			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?	0			
		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?

Teacher will attend PLC and align standards with the 3 Domains of Science

Teachers will use student work, district checkpoints, and exit tickets to analyze growth/lack of

Teachers will attend SHS community PLCs with Science Curriculum teachers to plan for instruction

PLCs will focus on planning for high quality instruction, using common assessments to evaluate progress towards standard mastery, and analyzing student work using scoring rubrics to ensure consistency in grading, and analyzing and tracking student constructed and/or extended response writing.

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

Professional Development Offered

Amplify Science

Content Leader

Amplify Learning Walks

Curriculum Specialist: Priority 1:

- The "Why": shifts in science instruction, three dimensional and phenomenon based learning.
- High Quality Curriculum: Louisiana Student Standards for Science, scope and sequence, 5E instructional pathway, 4 steps to engage with the phenomenon, and embedded unit support resources.

Priority 2:

- Pedagogy: Deep dive into unit specific 5E instructional pathway, annotating unit standards, and steps to engage in the unit phenomenon based learning,
- Supports/Scaffolds:
 - purposeful anchor charts, word walls (3rd-5th)
 - CER(R) writing checklist, three answer methods writing frames (6th-8th)

Priority 3:

- Assessments: Creating common assessments that are standard/3D aligned and in LEAP 2025 format, use of sample performance tasks, and LDOE reflective summaries.

Feedback: Three stack sort to provide actionable feedback, opportunities for work revisions, and modified grading tools (ex: score conversion charts and writing rubrics).

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?

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- District Checkpoints, Student Work, LEAP 360
- Showing growth on district checkpoints focusing on strengths and weaknesses will determine if students are understanding the concepts
- We should see students collaborating, writing with a clear understanding of the expectation, and investigating science with hands-on learning tasks

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Increasing students scoring Mastery in Science by 3%	21% of students scored mastery or above on 2024 LEAP. 2025 BOY % proficiency 3rd= 4th= 14% proficient 5th= 4% proficient 6th= 28% proficient	Increase % proficiency on Checkpoint 1 from BOY diagnostic by 1%.	Check Point 1 % scoring mastery or above: 3rd= 0% 4th= 16.7% 5th= 13.4% 6th= 13.2%	Increase % proficiency on Checkpoint 2 from what was scored on checkpoint #1.	Check Point 2 % scoring mastery or above: 3rd= 13% 4th= 28% 5th= 15.9% 6th= 5.3%	Increase % proficiency on MOY from BOY by at least 2%	2025 MOY % proficiency: 3rd= 4th= 25% proficient 5th= 34% proficient 6th= 56% proficient
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Students in 5th and 4th grade did show an increase of at least 1 % from BOY diagnostic testing. 6th grade saw a decrease from BOY. Will support teachers in PLC to dig into Amplify lessons for creating clear objectives for lessons.

Quarter 2 Reflection –

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3rd, 4th, and 5th grade saw an increase in checkpoint 2 mastery scores from checkpoint 1 mastery scores with 3rd and 4th grade almost doubling their score. We will continue to monitor progress in PLC and continue to push teachers to plan using data to propel students to mastery.

Quarter 3 Reflection –

We are very excited with the growth of mastery seen on the MOY assessment for all grades. We will continue to support teachers as they continue to build student capacity of science concepts.

End of year Reflection –

The end of year goals were met and we will create a playbook with the Science teachers for next year to track data and plan for instruction based on the data.

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 –

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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 –

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?*
 - *The SAP will be placed on the Web Page with a link to offer feedback or for questions.*
 - *We will place the SAP goals in our front office along with a copy of the SAP and a question and answer form for parents to leave with Principal*

2024-25:

1. New Student Breakfast
2. DIBELs and Danishes
3. 7 Healthy Habits with Grandparents
4. Math Parent and Student activities to improve math concepts: Math Bingo

2025-26:

5. New Student Breakfast
6. DIBELs and Danishes
7. 7 Healthy Habits with Grandparents
8. Math Parent and Student activities to improve math concepts: Math Bingo

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: New Student Breakfast - this event is to introduce new students to FAE, Ambassadors and a team of teachers welcome the new students with breakfast, a scavenger hunt, and introduce peer students (LIM Ambassadors) to answer questions and provide support for the new students. Reflection: This has been a successful event for our new students, parents have responded on exit tickets that students feel comfortable attending the school and already “have friends” from mentoring with the LIM Ambassador team. The goal for next year is to continue New Student Breakfast and add Student Binders to the program for the 25-26 school year. Students will be introduced to the use of student binders, visit a classroom so that students can share binders and how they are used in the classroom with the new students. They will then get the opportunity to create their own binders and share with parents.

DIBELs & Danishes - DIBELs and Danishes is a parent event to introduce parents to how and why their student is assessed using the DIBELs assessment. Parents get the opportunity to take sample assessments with their child and given tools and materials to help with their child at home. The feedback from parents was positive and we had the biggest turnout for kindergarten - probably because this is new to them and parents of older students already have an understanding. Next year, we are going to have a separate event for third grade only to share state information concerning students scoring red.

7 Healthy Habits with Grandparents - this year we shared the 7 Healthy Habits book with grandparents for Grandparents Day, we wanted to share the LIM model so that when students talk about LIM at home, even with grandparents they will understand what

this looks like in school. We also want parents and grandparents to use this model at home. The LIM Ambassadors led this event and were received well with grandparents. Next year, we plan on doing something similar during Open House/Meet & Greet so that more family members will become familiar with the LIM model.

Math Bingo - this was the most attended event we had this year, parents love the idea of playing a game and learning about math in an engaging manner. Next year, we are going to try to have one a nine weeks with different math concepts so that parents have a better understanding of what is expected for their child.

2025-26:

2026-27:

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

2024-25: Teacher Newsletter, Web Page, RoboCalls, Flyers sent home with students, JPAMs, HomeConnect Letters, Parent Teacher Conferences

2025-26:

2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25:

New student breakfast in August - new students are invited to go on a scavenger hunt with ambassadors and learn about the school and school leaders

Sixth Grade students will visit Slidell Junior High School in the Spring of 2025: Principal welcomes the students and students tour the school, listen to presentations about sports, choir, band, and extracurricular activities

Pre-K students and parents will visit the Kindergarten classes in the Spring for a presentation on Expectations for Kindergarten

2025-26:

New student breakfast in August - new students are invited to go on a scavenger hunt with ambassadors and learn about the school and school leaders

Sixth Grade students will visit Slidell Junior High School in the Spring of 2026: Principal welcomes the students and students tour the school, listen to presentations about sports, choir, band, and extracurricular activities

Pre-K students and parents will visit the Kindergarten classes in the Spring for a presentation on Expectations for Kindergarten

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

St. Tammany Parish 2024-2027

Date

REFLECTIONS

****Note - This page should not be posted to your school's website. Prior to posting, please get final approval from Federal Programs department.***

Parent and Family Engagement Reflection:

Complete the information below for EACH parent/family engagement event.

Event Name:

Date/Time:

Targeted Priority Area:

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Year 1 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*

Year 2 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*

Year 3 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*

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- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*