2024-2027 SCHOOL ADVANCEMENT PLAN

Honey Island Elementary

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	
• ELA LEAP 2025 Written Expression (76%) and Writing Conventions (77%); Overall Writing Performance (76%) • Scale score in ELA has increased three years in a row- 2022 (753-mastery), 2023 (763-mastery), 2024 (768-mastery) • ELA LEAP 2025 Literary Text Subcategory continues to grow consistently (2024-63, 2023-61, 2022-55) • ELA LEAP 2025 Informational Text Subcategory continues to grow consistently (2024-55, 2023-53, 2022-51) even though it remains our lowest reading subcategory. • Math LEAP 2025 Modeling & Application strength across three years (2024-49%, 2023-50%, 2022-51%); Highest % Mathematics Reporting Category	• LEAP 2025 ELA reading subcategory informational text has the lowest % proficient score across three years (2022-51%, 2023-53%, 2024-55%). • LEAP 2025 Reading Performance is consistently lower than Writing Performance. • DIBELS EOY benchmark and above benchmark % for grade 2 continues to decline. • LEAP 2025 Mathematics scale score has declined over three years and we are scoring in the basic category (2022-746, 2023-744, 2024-740).

● DIBELS-Growth BOY to EOY (2021, 2022, 2023) ● 2nd/3rd Grade EOY DIBELS Benchmark and Above Benchmark are above the district, state, and national average; 2nd grade is even with the national score ● Science LEAP 2025-Assessment Index (grew 4.9 pts) and % Proficient (grew 8.1%); only subject we grew in assessment index and % proficient categories ● Science LEAP 2025-Growth in all Science Reporting Categories from 2023-2024 school year ● The white subgroup assessment index continues to grow in ELA over a four-year period (71.7, 80.8, 88.7, 96.3). ● All subgroups are performing better in ELA than in any other subject areas.	● LEAP 2025 Mathematics the lowest subcategory was Products & Quotients/Solve Multiplication & Division Problems. ● LEAP 2025 Mathematics Major Content % proficient continues to decline (2022-49%, 2023-43%, 2024-35%). ● LEAP 2025 Science and SS scale score continues to remain at the basic level.
At-Risk Student Groups **(SWE and ESL data must be included as well as any other potential labeled student group)**	
● English Learners assessment index scores have shown consistent growth three years in a row in ELA, Math, and Science. ● Hispanic/Latino assessment index scores have shown consistent growth three years in a row in ELA, Math, and Science. ● Economically Disadvantaged assessment index in science grew from 46.2 to 52.7. ● Special Education Classification assessment index scores grew in all subject areas from 2022-2023.	● English Learners assessment index scores are the lowest across all subjects (ELA-40, Math-34.7, Sci-22.7, SS-11.4). ● Special Education Classification assessment index scores declined (ELA-68.3 to 53.8, Math-56.2 to 43.8, Sci-46.2 to 40.6) from 2023-2024. ● African American assessment index scores declined (ELA-87.2 to 75.4, Math-59.5 to 47.8, Sci-51.4 to 44.2) from 2023-2024.
SCHOOL CULTURE DATA – MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	
● Leadership-Growth shown in personal effectiveness (76 to 78). ● Academics-Growth shown in school goals (74 to 81). ● Culture-Growth shown in school climate (73 to 83). ● Culture-Growth shown in staff voice (78 to 82). ● Culture category had the highest score out of the three categories.	● Leadership-Family engagement decreased from 79 to 74. ● Culture-Student empowerment is in the low satisfactory range (72). ● Academics-Student goal support is in the low satisfactory range (70).

● Supportive staff environment scored in the effective range (80).	● Academics-Instructional efficacy is in the low satisfactory range and decreased 2 pts (75-73).

2025-26

STUDENT ACHIEVEMENT DATA

All Students

Strengths:	Weakness:
● ELA has the highest scaled score average at 758 (mastery) ● Writing performance is 63% perficient, SS scaled score is 739 (basic), (the assessment index from 2023 was 51.9 to 2025 was 68. ● White subgroup is the highest performing group across all subject areas. ● EOY 3rd grade Dibels, 77% of students scored benchmark or above compared to 69% in 2023-2024. ● EOY 2nd grade Dibels, 66% of students scored benchmark or above compared to 62% in 2023-2024. ● Math LEAP 2025 Modeling & Application strength across four years (2025-42%, 2024-49%, 2023-50%, 2022-51%); Highest % Mathematics Reporting Category ● Major Content increased by 1% from 35% to 36%. ● Products and Quotients/Solve Multiplication and Division Problems increased 26% to 34% proficient. ●	● LEAP 2025 Reading Performance is consistently lower than Writing Performance. ● LEAP 2025 ELA reading subcategory informational text has the lowest % proficient score across four years (2022-51%, 2023-53%, 2024-55%, 2025-50%). ● Reading Performance score declined from 64% proficient to 57% proficient in 2025. ● LEAP 2025 Science and SS scale score continues to remain at the basic level. ● LEAP 2025 MATH student overall achievement level in the strong rating decreased from 41% to 35%. ● LEAP 2025 MATH category of additional and supporting content decreased from 41% to 26% which is a decrease of 15%. ● LEAP 2025MATH scaled score average has decreased in the last four years and remains in the Basic category. ● LEAP 2025 Science has the lowest scaled score.

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)

● On the EOY MRA results, instructional efficacy grew 73 to 81. ● Staff leadership grew 3 points (77 to 80) into the effective range. ● Culture continues to be the highest score out of the three categories. ● Collective efficacy grew from 79 to 84, which is in the effective range.	● Leadership's lowest category was community engagement. ● Culture's lowest category was student empowerment. ● Academics' lowest category was student goals.

● Student goal support grew 7 points from 70 to 77. ● Leadership and Culture grew 1 point from 2024 to 2025.	● Overall score in Academics went from 77 in 2024 to 76 in 2025.
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? Capacity Building (Collaborative Practices)-Fosters a strong sense of purpose by ensuring meaningful contribution from teachers that includes: analysis of significant student or teacher data to inform decisions, builds teacher capacity, and increases student achievement.*

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	
We unpack assessments and standards to: ● Determine the purpose of learning ● Inform best practices for instruction ● Identify the critical thinking students need to engage in to be successful using Success Criteria	Domain: Capacity Building Indicator: Collaborative Practices Descriptor: Fosters a strong sense of purpose by ensuring meaningful contribution from teachers that includes analysis of significant student or teacher data to inform decisions, build teacher capacity, and increase student achievement
2025-26	
Curriculum and Assessment In PLC and ILT meetings: analyze lessons and assessments for alignment; identify learning intentions and success criteria by digging into HQIM; unpack assessments, analyze the data, and make instructional decisions based on the data; unpack and discuss the LER instructional domain indicators	Domain: Instructional Leadership Indicator: Curriculum and Assessment Descriptor: Consistently and effectively utilize established schoolwide instructional plans where high quality instructional materials (including assessments) are consistent with schoolwide goals.

2026-27	

LEADERSHIP TEAM LONG-RANGE PLAN

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

Date of ILT	Outcome	Materials	Follow-Up
9/25/2024	We will develop a protocol to backwards design. We want to create a template that will help teachers easily backwards design across the curriculum. We want to make sure that we include language from our school wide focus this year – we backwards design to determine the purpose of learning, to inform best practices, and to identify the critical thinking skills needed for student success. We also looked at feedback from our first PLC and discussed what	Mentor teachers will share their backwards design plan in both ELA and Math. Teachers will research to see if they can find a backwards design template. The instructional coach will work with teachers to help create the backwards design template. ***Our instructional coach is working on a template to assist teachers in unpacking assessments across all subject areas.	We will share what we have found at the next ILT meeting. In our PLC meeting on 9/26, teachers are bringing their next assessments and beginning the process of backwards design. A feedback form will be used to analyze teachers' response to the backwards design process.

	stood out for us. What are critical thinking skills? How do we teach them? How can we keep up with so much new every year? ***We made the discovery that we really do not have to "backwards design." Our Tier 1 curriculums have already been "backwards designed." What we need to do instead is "unpack" assessments using a template to identify what content and critical thinking our students need to successfully show what they know. We have adjusted our SAP goals to reflect this.		
10/9/2024	We will review PLC Feedback from 10/3/2024. We will analyze again our SAP goals to begin creating our school-wide WIGS. Our WIGs will also be discussed in our Leader in Me Academic Action Team meeting on 10/16. We will begin to identify a focus of our PLC meetings in the future – how do we address critical thinking skills?	PLC data from 10/3/2024 SAP Goals Best Practice Instructional Strategies, including: Vocabulary HIVES Purpose Because, But, and So Accountable Talk/Student Discourse Teacher Questioning – Bloom's	Principal will share WIG information at the LIM Action Team Meeting Instructional Coach will work on the unpacking template Julie Ricca will begin working on gathering critical thinking research sources
11/13/2024	We reviewed our SAP Goals and LEAD measures. 3rd Grade Math: We analyzed Science Checkpoint Data and talked about the issues with the test; We unpacked the next Math Module Assessment using the unpacking tool we created	Copy of our SAP Copy of the "unpacking" document Science Checkpoint Data in Illuminate Cold Reads and protocol 2nd Grade Math Module Assessment Unpacking Tool	Finish unpacking math module assessments for both 2nd and 3rd grades. Analyze DIBELS goal-setting data Analyze Social Studies Checkpoint Data - implications for instruction Discuss 3rd Grade Science Assessments

	3rd Grade ELA: We analyzed the Science Checkpoint Data and discussed the ELA strategies that would support students; We discussed the cold read protocols 2nd Grade: Unpacked the next Math Module Assessment using our unpacking tool		
1/15/2025	ILT members used an item from a recent Social Studies checkpoint to determine the success criteria. Then they matched what they found to the rubric used to grade the item. The discussion was eye opening. They also had the actual SS resources the students used to answer the question. They were then given actual student responses. In teams of 2 and 3, they "graded" those items according to the success criteria and rubric. We matched their grades to the actual teacher grades. We had some "aha" moments as we did this - looking at the exact verbiage on the rubric helped to determine the points awarded. We then discussed the implications of this protocol on our instruction. Teachers were asked to discuss	Social Studies Checkpoint Test/Items Success Criteria Protocol MRA Data	Do we need to "tweak" our SAP short term wins and LEAD measures? ILT members will use the success criteria protocol to look at SS checkpoint items in PLC meetings. ILT members will lead this. We identified the MRA indicator about building student independence as one to focus on. ILT members will talk with their colleagues to come up with a list of items that teachers already do to build student independence. They will share this list and lead an activity in the next PLC meeting.

	"success criteria" with their colleagues. We also discussed at our next PLC meetings, that our ILT members would lead our teacher groups in identifying success criteria with hard to teach, hard to learn concepts, and then seeing if our instructional decisions made would impact student learning. We analyzed the MRA data from the 2nd quarter and chose the indicator about teachers' confidence in building students' independence. We want to identify the lead measures that will help teacher confidence on this indicator. How do we build student independence? How much independence is needed in our 2nd and 3rd grade students? The ILT will discuss this indicator with their colleagues and bring back this information to the next ILT meeting on 1/29.		
2/12/2025	We will review our SAP WIGs and LEAD Measures. We added: ○ Added to School Improvement	SAP and WIGs MRA Chart Paper Success Criteria	Agreed Upon Action Steps: Discuss and model during PLC so teachers have confidence in using

	Focus Area: Identify the critical thinking students need to engage in to be successful using Success Criteria We discussed again teacher confidence in building student independence: Discussion: Curriculum issue-complicated texts timing issue-making sure to make time for independent work Non-academic task-build independence in these areas-start small-i.e. Organizational tasks Success Criteria-Academic and non-academic tasks Anchor Charts to build independence Positive, specific feedback		success criteria in the classroom with their students. Identify examples of what they already do to build student independence, including routines, procedures, sharing rubrics/success criteria, creating and using anchor charts effectively. Use LIM to build independence-LEAD Time lessons, leadership roles, class discussions, teaching and modeling the 8 Habits and 5 Paradigms-making the connections to student learning Short-Term Wins: Mrs. Troyer asked ILT members to plan to facilitate a discussion at PLC about student independence similar to the discussion held in ILT today.
3/10/2025	We reviewed the Louisiana Educator Rubric. Educator Evaluation Calculations Louisiana Educator Rubric Domains and Indicators	Louisiana Educator Rubric and Materials - Green Folders	We will begin sharing the rubric with teachers in PLC meetings. We will unpack the rubric domains and indicators and discuss success criteria.

	Dig into Rubric Teacher Observation Summary Report Teachers shared observations about effectiveness ratings. Grades 2 & 3 will be observed using the LA Educator Rubric 25/26. Teachers shared observations about the bullets under each indicator. Teachers are encouraged to find the differences between proficient and exemplary. Teachers take a close look at Standards and Objectives and Motivating Students.		
5/1/2025	Success Criteria: How do we develop this in our teachers? Our students? Modeling in the PLC; Learning Walks LEAD Measures = Success Criteria Why: John Hattie NIET Sessions Trial Run for Observations???		
8/28/2025	SAP Meeting: Analyzed our data for the SAP (DIBELS, LEAP, MRA); Discussed goals (Overall Reading, Math Problem Solving, MRA - Academic Goals for Students;	SAP Data Sources	What do we want to focus on? Developing Success Criteria; Unpacking the LER

	Discussed PFE Activities (Fall Festival for Math and Science in October)		
9/3/2025	**SAP Goals: By the EOY, we want our students to make progress in both reading and math. We want the tope 65% of our students to reach their reading goals, and we want the top 40% of our students to reach their math goals. We will do this by identifying these students and keeping track of their reading and math data (DIBELS, Checkpoints, Curriculum Assessments)**		**Follow-up: Have we identified these students, and are we tracking their data?**
11/5/2025	**LER - unpacking indicators from the LER (Standards and Objectives, Presenting Instructional Content, and Questioning)**	**LER Rubric and Handbook**	**Use what teachers are learning by digging into the rubric in post-observation conferences and coaching plan discussions.**
1/9/2026	**Updating SAP; What should be our action plan moving forward the 2nd half of the year? How are we going to share this information (data and action plans with teachers, students, and parent community?)**	**SAP** **MOY Data (MRA, DIBELS, Checkpoints)**	**Follow-up: At PLC meetings on 1/15 and 1/29, SAP/ILT team members will share SAP data (updated for MOY) and identify action steps moving forward for the 2nd semester. Each grade level/subject, identified what action steps were most important from now until the end of the year.**

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, Honey Island Elementary School will increase the SPS from 73.9 to 78 through a focus on unpacking assessments and standards in Math and ELA to drive instructional decisions.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
81.3	77.5		
	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 88.9**
  - **Math 67**
  - **Science 65.7**
  - **Social Studies 68**
  - **Overall 65.5**

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

  With focusing on unpacking assessments and standards, we will identify the content and skills students need to show what they know and be successful on assessments. We will see growth in all subject areas, including major math content (Type 1

Progress Index (PI)

- **What is your current PI in –**
  - **ELA?**
  - **Math?**
  - **Overall? 96.6**

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

  Our progress index comes from Little Oak Middle School. The opportunity for growth for Honey Island is ensuring that the third grade content standards are taught so that our students are ready for the fourth grade.

questions), overall reading performance in both literature and informational text, and science and social studies content.	
Interests and Opportunities (I/O) ● **What is your current I/O? 150 out of 150** ● **Where are there opportunities for growth? Continue to support the Arts and Physical Education in our school, ensuring all our students have full participation.**	**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	
Achieve Index (AI) ● **What is your current AI in –** ○ **ELA?** ○ **Math?** ○ **Science?** ○ **Social Studies?**	**Growth Index (GI)** ● **What is your current GI in –** ○ **ELA?** ○ **Math?** ○ **Lowest 25% in ELA?**

○ **Overall?** ● **Where are there opportunities for growth?**	○ **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 industy?** ● **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?**	**Graduation Rate (High Schools ONLY)** ● **What is your current grad rate?** ● **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?
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 industy?** ● **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) - MRA: Instructional Efficacy: Increase the MRA sub-measure instructional efficacy from 73 to 80 through a focus on unpacking our assessments and identifying critical thinking our students need to be successful.**
- **Priority Goal #2 (Academics) - _Major Content in Mathematics: Increase the % Proficient in Major Math Content from 35% to 45% through a focus on unpacking our assessments and identifying critical thinking our students need to be successful.**
- **Priority Goal #3 (Academics) - _Overall Reading Performance: Increase the % Proficient of ELA Reading Performance from 64% to 70% through a focus on unpacking assessments and standards to help students develop critical thinking to comprehend informational and literary text.**

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Honey Island Elementary School will increase the MRA sub-measure of Student Goals from 75 to 80 through the identification and tracking of students WIGS.

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

How are we going to get there?

- **Unpack the component "instructional efficacy" to identify the needs. How confident are you in your ability to: 1) develop learning targets together with your students; 2) collect data that helps improve your instruction; 3) help build each student's ability to work independently; 4) model a growth mindset in your classroom; 5) provide differentiated instruction that challenges each student's thinking in new and interesting ways; 6) provide students with feedback that helps them grow; and 7) seek out information that helps you improve your instructional practices?**
- **Take a faculty assessment each quarter to assess how we are doing with this MRA component**
- **2/12: Identify LEAD Measures that will increase student independence and success:**
  ***Success Criteria - Discuss and model during PLC so teachers have confidence in using success criteria in the classroom with their students**

***Identify examples of what they already do to build student independence, including routines, procedures, sharing rubrics/success criteria, creating and using anchor charts effectively**
***Use Leader in Me to build independence - LEAD Time lessons, leadership roles, class discussions, learning, teaching, and modeling the 8 Habits and Paradigms - making the connections to student learning**

- **Discuss these components in our PLC meetings and make connections with our academic goals and the template we will use to unpack assessments and standards.**

2025-2026

- **Develop students portfolios**
- **Analyze student data to identify student WIGs**
- **Align student WIGs with class and school WIGs**
- **Discuss progression of WIGs with accountability partner during WIG Wednesday**
- **Meet monthly with teacher to discuss progression of WIGs**
- **Students will take a survey each quarter to assess how they are doing with this MRA component**
- **Plan on having student-led conferences with their parents at the end of the year**
- **Host a Laader in Me Symposium in March 2026**
- **Participate in Core 3 Training**

Purchased Resources to Support Priority Goals

Professional Development Offered
LIM Core 2; LIM Coaching Days; Success Criteria for MRA, Lighthouse School Rubric; Dallas 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? As a result of teacher moves:

- **Students should be able to articulate the purpose of their learning.**
- **Students should be engaged in the learning process.**
- **Students should use teacher feedback to improve.**
- **Students will be risk-takers and move toward working independently.**
- **Teachers will release students to work independently when ready and allow students to engage in productive struggle**
- **Students will be more successful on assessments.**

- **Teachers should be able to collect and analyze data, provide challenging differentiated instruction, provide specific feedback to students, and seek professional development that will enhance their instruction.**

ADDED 2/12

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
MRA – Instructional Efficacy; BOY Instructional Efficacy Survey	**2024 MRA - 73%**	**MRA Faculty Survey Instructional Efficacy**	**Total: 81.2 Growth Mindset Higher at 92.9; Differentiating Instruction lowest at 71.9**	**MRA Faculty Survey**	**Total: 78.1 Growth Mindset Highest at 92.6; Students work Independently lowest at 62.9**	**MRA Faculty Survey**	**Total: 88.2; Use data to improve instruction highest at 100%; Studentwork independently Lowest at 69%**
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

According to the Data, teachers feel least confident in differentiating instruction for their students. To do this, they must first have a grasp of their individual student data, which should then guide them to make instructional decisions. A discussion in PLC meetings led to the understanding that they were already using this knowledge to help them differentiate groups in their classrooms - high dosage tutoring, interventions, and accelerations. Overall, the teachers feel they do have a growth mindset - with all the new curriculum they are using and new protocols such as high dosage tutoring, they are learning and growing every week.

Quarter 2 Reflection –

According to the data, teachers feel least confident in helping their students work independently. A discussion in ILT led to the awareness that our students are young and need more modeling and guided instruction, rather than independent work; however, there are opportunities for students to develop leadership and participate in activities that lead to independence. The ILT members are going to lead teachers in PLC discussions to identify these activities where student independence is being encouraged and cultivated. There are many activities, such as LEAD time/Morning Meeting, where these skills are being developed.

Quarter 3 Reflection –

Based on our 3rd Quarter MRA data, teachers' confidence in building students' ability to work independently grew from 62.9% to 68% overall. The total MRA indicator, Teacher Efficacy, grew from 73% to 88.2 after the 3rd quarter. We will look at these results in our ILT meeting and our Lighthouse team meeting.

End of year Reflection –

Unpacking the indicators helped to build the teachers' understanding. We feel the work with instructional efficacy aligned to unpacking assessments and utilizing success criteria. The work in PLC that focused on building student independence was beneficial and helped to build teachers' confidence. Our overall EOY MRA Data was 77%. We missed our goal by 3%. Our Instructional Efficacy, however, which was a focus of ours, moved from 73% to 81%, a growth of 8 points. We are excited about that growth.

2025-26							
Goal and Data Used **Student Goals 2025 EOY MRA data**	**Baseline** **2024 MRA 75%**	**1st Quarter STW** **MRA Student survey on student goals**	**Results**	**2nd Quarter STW** **MRA Student survey on student goals**	**Results**	**3rd Quarter STW** **MRA Student survey on student goals**	**Results**
		Did not complete					
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

In the first semester of school, we focused on aligning our schoolwide WIGs with class and student WIGs. We also focused on developing protocols for student portfolios, what we needed to include in portfolios, and how to find time to teach and analyze student data and portfolios every week. We did not do a dat survey of "academic goals."

Quarter 2 Reflection –

Teachers have created protocols for the management of the student portfolios. Our instructional coach has created a survey for "student goals" that our students will take the week of January 19, 2026. Teachers will also take a survey on 1/16/2026. The survey results will give us data on how our teachers and students are growing and feeling about "student goals."

Quarter 3 Reflection –

End of year Reflection –

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**

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Honey Island Elementary School will increase the % proficient in the subcategory of Solve Problems with Any Operation from 36% to 40% through a focus on explicitly teaching students how to solve word problems with any operation.

	2024 Math % Proficient (Baseline)	**2025 Math % Proficient**	**2026 Math % Proficient**	**2027 Math % Proficient**
All Students	Major Math Content: 35%	Major Math Content: 36% proficient 2025-2026 Solve Problems with any Operation: 36% proficient		

		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Student Group(s)				
SWE	Assessment Index: 48 students, AI = 43.8	Math % Proficient 21%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
EL	Assessment Index: 15 students, AI = 34.7	Math % Proficient 9%		
		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: Two or More Races	Assessment Index: 20 students, AI = 44	Math % Proficient Black 24%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**

How are we going to get there?

- **Unpack math assessments in both second and third grades. Identify the content and critical thinking needed for students to be successful.**
- **Analyze student math data to identify students needing intervention, small group tutoring, and instructional decisions. Use Equip to develop best practice lessons to meet the needs of these students.**
- **Use the updated LDOE Assessment Guides to differentiate the types of questions on the Math LEAP, and use that information in developing best practice instruction.**
- **In PLC meetings, discuss best practice strategies for math instruction.**
- **Create action plans based on the above.**

2025-2026

- Continue to unpack assessments and standards
- Analyze exit tickets and assessments (exit ticket protocol drives math intervention time)
- Implementation of exit ticket protocol

- Develop success criteria to drive instruction
- Monthly word problems analysis in grade 3 and grade 2
- Locating word problems within the curriculum to use for the monthly word problem analysis
- Using our paper and pencil EOY to identify our top 40% of students

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

Professional Development Offered
PLC Meetings; Kayce Cummings - Math Curriculum Specialist

Short Term Wins

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- **Students should be able to articulate the purpose of their mathematical learning.**
- **Students should be engaged in the learning process, using strategies and critical thinking to problem solve.**
- **Students will increase stamina as they read and solve type 1 questions on assessments.**
- **Students should use teacher feedback to improve.**
- **Students will be more successful on assessments. We will closely analyze the district checkpoints to evaluate student progress.**
- **80% Mastery on Checkpoints**
- **Data should drive intervention and acceleration**

2024-25							
Goal and Data Used	Baseline	1st Quarter STW	Results	2nd Quarter STW	Results	3rd Quarter STW	Results
Math Checkpoints for both grades (BOY for Baseline)	2nd Grade: 67.5 Mastered 3rd Grade: 37.3 Mastered	2nd Grade: Checkpoint 1, Part 1, Part 2 3rd Grade: Checkpoint 1	2nd Grade Checkpoint 1 Part 1: 78%; Part 2: 66.7; Total: 72.8 Mastered 3rd Grade Checkpoint 1:	2nd Grade MOY Module 3rd Grade MOY Module	2nd Grade Session 1: 60%; Session 2: 75% 3rd Grade Session 1: 72%; Session 2: 69%		

			61.7% Mastered				
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Both grade levels will begin unpacking Module Assessments to identify problem areas. We will use the unpacking tool that our instructional coach created. Teachers will also use the unpacking activity to help them "tweak" the pacing guide plan as needed. The instructional coach will make some extra critical thinking type problems for students to have more practice on.
The baseline scores were lower in 3rd grade than 2nd grade, and that was a concern for 3rd grade teachers, especially since it was the EOY test from the previous year. They are also concerned that the 3rd grade students were struggling to add and subtract 3-digit numbers efficiently.
***Unpacking the module assessments helped both grade levels achieve higher scores in Math Major Content Areas.

Quarter 2 Reflection –

Both grade levels have continued unpacking module assessments in math, but they have also been looking at specific success criteria for standards and test items that are hard for students. ***Overall, there continues to be an increase in student success in math with the exception of the 2nd grade session 1 assessment. 2nd grade: 60%/75%, and 3rd grade: 72%, 69%. There is still room to grow. Teachers also expressed a concern that we are comparing different math content areas on each test, so it is not an indicator of growth, but more an indicator that we are unpacking ahead of the assessment and finding trouble spots to drive math instruction.

Quarter 3 Reflection –

Teachers shared that analyzing student data from the checkpoints to identify lowest performing standards and then creating items to provide students with more instruction in order to improve student outcomes. Third grade students increased their mastery of 3.OA.B.5 from 57% to 77%. Utilizing the LEAP aligned problems throughout each module also improved their problem solving abilities. Moving forward: If we are provided with a screener, we will utilize that data for small group tutoring. If not given a screener, we might want to re-give the EOY from the previou year. We can use this data to create our Math WIGS. It will drive our instruction, our tutoring, individual goals, etc.

End of year Reflection –

We will put in EOY data after doing the final benchmark assessment. Put EOY Data here. Our % Proficiency in Major Math Content raised 1% from 35% to 36% (goal was 45%).

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**

	2nd Grade: Mastered 3rd Grade: Mastered	No checkpoints during 1st quarter for either brade		2nd Grade: Checkpoint 1 3rd Grade: Checkpoint 1	2nd Grade: Checkpoint 1 Mastered 48.1% 3rd Grade: Checkpoint 1 Mastered 48.6%		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Teachers have continued the process of analyzing the math data, using that to drive instruction, and unpacking assessments to align HQIM to assessments. Teachers have identified students needing intervention and acceleration in Math using previous EOY data. Teachers have created an exit ticket protocol to drive daily interventions. Teachers have created protocols and forms to guide students in recording and understanding their own progress data.

Quarter 2 Reflection –

Both 2nd and 3rd grade students have shown growth based on their checkpoint #1 assessments. Teachers are using standards, objectives, and assessments to determine success criteria for math lessons. A review of data will help teachers make decisions about intervention and acceleration. Our school will continue to focus on and monitor problem-solving data.

Quarter 3 Reflection –

End of year Reflection –

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Honey Island Elementary School will increase the % proficient of ELA Reading Performance from 57% to 65% through a focus on explicitly teaching students comprehension strategies to help students develop critical thinking in order to comprehend informational and literary texts.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	Overall Reading Performance %proficient 64%	Overall Reading Performance %proficient 57%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Student Group(s)				
SWE	Assessment Index: 48 students: AI = 53.8	Assessment Index: students: AI = % Proficient = 31%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
EL	Assessment Index: 15 students: AI = 40	Assessment Index: students: AI =		

		% Proficient = 13%		
		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?		% Proficient Black = 54%		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**

How are we going to get there?

- **Unpack ELA Assessments, including writing tasks/prompts. Identify the content and critical thinking needed for students to be successful.**
- **Analyze student reading and writing data to identify students needing intervention and small group tutoring. Use Guidebooks/CKLA to develop best practice lessons to meet the needs of students needing small group instruction. Use core CKLA, SPIRE, mclass,and/or LEXIA to develop best practice lessons for intervention.**
- **In PLC meetings, research best practices, including identifying the purpose of a lesson, informational text strategies, vocabulary routines, and critical thinking that students need to be successful.**
- **Implement fluency protocols in second grade.**
- **Identify success criteria for standards and assessment items in ELA, Science, and Social Studies (responding to text in writing). *2nd grade in Sci and SS**
- **Implement a quarterly book challenge as one of our WIGS to encourage independent reading and keep track of how many students complete the challenge each quarter.**

2025-2026

- **Using CommonLit passages to instruct students on developing critical thinking skills in order to comprehend informational and literary texts.**
- **Determine the learning intention of their Guidebook lesson and develop success criteria based upon it.**
- **2nd grade teachers will analyze assessments in order to develop more LEAP-like assessments within CKLA assessments.**
- **3rd and 2nd grade teachers will explicitly instruct students to develop critical thinking skills needed to comprehend literary and informational text.**
- **Continue unpacking assessments and standards, analyzing the data, and making instructional decisions based upon the data.**

- Identify the top 65% of students on BOY DIBELs and track their performance on Dibels assessments throughout the year.

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

Professional Development Offered
Lexia Learning, analyze data in plc monthly to determine intervention needs/effectiveness

Short Term Wins

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- Students should be able to articulate the purpose of their learning.
- Students should be engaged in the learning process, using critical thinking when they read and write.
- Students will engage and think critically when they read both literature and informational texts.
- Students should use teacher feedback to improve.
- Students will be more successful on assessments. We will analyze Guidebook Assessments, CKLA Assessments, Writing Tasks, LEAP Practice Tests, DIBELS data, and intervention data.

2024-25							
Goal and Data Used	Baseline	1st Quarter STW	Results	2nd Quarter STW	Results	3rd Quarter STW	Results
DIBELS Composite Scores Reading Book Challenge LEAP 360 Science Checkpoints (reading and writing informational text)	DIBELS BOY: 2nd Grade: 56% Benchmark and Above, 3rd Grade: 69% Benchmark and Above	Book Challenge	Book Challenge: 176 students completed (29%) Science Checkpoint Data: 6.8% Mastery Social Studies Checkpoint	DIBELS MOY; Book Challenge LEAP 360	2nd Grade: 60% (grew 4 points) Benchmark and Above, 3rd Grade; 71% (grew 2 points) Benchmark and Above Book Challenge: 191 students completed (31%)	Book Challenge DIBELS EOY	Book Challenge: 202 students completed (33%) Science Checkpoint Data: 54.5% Mastery (47.7 gain) Social Studies Checkpoint

Social Studies Checkpoint (reading and writing informational text)			**Data: 30.7% Mastery**		**LEAP 360 ELA 24.2% Mastered**		**Data: 55.4% Mastery (24.7 gain)** **DIBELS 2nd Grade: On/Above 65%; 3rd Grade On/Above 77%**
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

We had a very low response to our first quarter book challenge - 29% of our students completed it. How can we get more students involved in the challenge next quarter? Our BOY DIBELS scores are concerning. We have implemented a school-wide intervention time and each class has high dosage tutoring schedules to address weaknesses. Some of that tutoring is being addressed by our interventionist, our tutor, or our classroom teachers. Project Read, SPIRE, or mclass interventions are being used for those students requiring that level of intervention. Guidebook and CKLA resources are used for high dosage tutoring.

Both our Science and Social Studies Checkpoint Data is low. We will unpack these assessments and analyze where students are struggling. We will match that data to ELA informational text and writing to analyze where ELA and Science/Social Studies teachers need to collaborate on those standards.

A fluency protocol was developed for 2nd grade that was aligned to CKLA curriculum.

Our instructional coach developed an online MAZE practice for 2nd and 3rd grade to practice the MAZE assessment throughout the school year.

In ILT and PLC meetings, teachers will unpack assessments in reading and writing to identify success criteria that students need to meet to be successful on ELA tasks.

Quarter 2 Reflection –

2nd Grade DIBELS BOY and MOY Data Comparison: Composite: 56%, 60%, NWF: 54%, 63%, Word Reading: 60%, 57.5%, ORF: 52%, 54%, MAZE: 35%, 52% (Composite grew 4 points)
3rd Grade DIBELS BOY and MOY Data Comparison: Composite: 69%, 71%, NWF: 63%, 67%, Word Reading: 69%, 69%, ORF: 65%, 68%, MAZE: 66%, 64% (Composite grew 2 points)

Quarter 3 Reflection –

3rd grade teachers and instructional coach developed targeted lessons from CommonLit to focus on the unit goals of Guidebook. A success criteria was developed for 3rd grade Social Studies constructed response using the LEAP rubric. After the implementation of this success criteria, 67% of third grade students score mastery on Frederick Douglass constructive response.
3rd grade Social Studies Checkpoint 1 to Checkpoint 2 mastery grew from 30.7% to 55.4%. 3rd grade Science Checkpoint 1 to Checkpoint 2 mastery grew from 6.8% to 54.5%.

End of year Reflection –

2nd grade DIBELS BOY and EOY Data Comparison: Composite: 56%, 65%, NWF: 54%, 67%, Word Reading: 60%, 55%, ORF: 52%, 26%, MAZE: 35%, 61% (Composite grew 9 points)
3rd Grade DIBELS BOY and EOY Data Comparison: Composite: 69%, 77%, NWF: 63%, 76%, Word Reading: 69%, 73%, ORF: 65%, 72%, MAZE: 66%, 70% (Composite grew 8 points)
Moving forward, 2nd grade will implement a word reading protocol during their ELA lessons for the 25/26 school year.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
DIBELS	**2nd Grade DIBELS 63% Proficient 3rd Grade DIBELS 62% proficient**	**Intervention groups formed; highest 65% of students identified; Lexia training**	**MOY DIBELS 2nd Grade 66% proficient 3rd Grade 66% proficient**	**Our students have shown growth, but we will continue to provide explicit instruction**			
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Students are settled in a variety of intervention groups, including High Dosage Tutoring as needed. We were able to hire tutors and have them trained in SPIRE to be able to deliver this reading intervention to students needing it.

Quarter 2 Reflection –

Our students showed growth on the MOY DIBELS, but not as much growth as we wanted. Our students made growth in Nonsense Word Fluency, but went down in Word Reading. We have identified some specific strategies to address this subskill. By improving the automaticity of common words, we feel that will also boost overall Oral Reading Fluency. We also continue to work on Part A, Part B strategies that will increase comprehension of literary and informational text. We are also hosting a Parent and Family Engagement event about DIBELS and how parents can help at home. This will be held on 1/22/26.

Quarter 3 Reflection –

End of year Reflection –

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**

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

OTHER SUPPORT

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

Link/Upload your school's yearly intervention plan to the district-designated location (Title I schools ONLY).

Link/Upload your school's literacy plan that includes interventions to the district-designated location (K-3 schools ONLY).

Parent and Family Engagement (PFE) Activities

Note - At least 3 PFE events must be scheduled EACH year, with at least one PFE event per priority goal area.

- ***How will parents be provided opportunities to give feedback and be included in the implementation of the school advancement plan and its priority areas?***

2024-25:

- **Priority Goal 1 (Teacher Efficacy): The work we are doing in PLC, including our learning walks, unpacking assessments and standards, and identifying critical thinking skills will help increase our teachers' confidence in meeting the diverse needs of their students. Parents will be given opportunities to provide feedback in our car talk tags, parent surveys, PTA meetings, and at our LIM PFE event in the spring.**
- **Priority Goal 2 (Critical thinking to problem solve): Students teach their parents math strategies at our Fall Festival: Monster Math (10/22/2024) – Parents will be given opportunities to give feedback on our math goal through surveys and our PFE night, in parent conferences, in PTA meetings, and through parent homework pages.**
- **Priority Goal 3 (Critical thinking to comprehend informational texts): Literacy Night (informational text focus)-HIVES strategy focus – Parents will be given opportunities for feedback in our winter literacy night, parent surveys, in parent conferences, in PTA meetings, and through parent homework pages.**

2025-26:

Priority Goal # 1 (MRA - Student Goals) Student-led conferences will be planned for May 2026. Students will share their portfolios with their parents.

Priority Goal # 2 (Solve Word Problems with any Operation) Students and parents learn and practice problem-solving strategies such as "Read, Draw, and Write" on a math scavenger hunt at our annual Fall Math Festival (10/28/2025). Parents will be provided with opportunities to give feedback on our math goal at our Fall Math Festival, and at our PTA meetings, parent meetings, and through parent surveys.

Priority Goal # 3 (Utilize comprehension strategies to understand informational and literary text) DIBELS and YOU: Supporting Reading Success at Home (1/22/2026) - Parents will learn about DIBELS scores, growth, and successful strategies they can use at home to help their children. Parents will be given the opportunity to provide feedback through a parent feedback form given on the day of the event.

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: Priority Goal #1 (Teacher Efficacy: There's a Genius in Me at HIE) Spring 2025 date TBD

Priority Goal #2 (Math – Critical Thinking to Problem Solve – Major Math Content Type 1 Questions): Our Fall Festival: Monster Math, will be held on 10/22/2024. The focus will be on critical thinking skills students need to be able to solve math problems successfully. Students, along with their families, will participate in multiple math problem-solving stations, including a scavenger hunt. The math stations will cover all major math content areas. There will be key math strategy anchor charts and a take home strategy handout that may help parents at home. Parents will learn about the difficulty of second and third grade math, the strategies students are using from the Eureka Squared curriculum, and the stamina students need to persevere to problem solve.

Priority Goal #3 (Overall Reading Performance – focusing on literature and informational texts and the critical thinking and stamina students need to persevere when reading and comprehending text): 1) Winter Literacy Night March 12, 2025 "Literacy and Lollipops," Students participated in a variety of literacy activities, including reading with their families, an informational book scavenger hunt, Lexia Learning, Fluency practice, Story writing, and skills lessons. 2) ESL Parent/Family Breakfast focusing on DIBELS and how to help their children with reading at home, 11/13/2024

2025-26:

2026-27:

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

2024-25:

Curriculum: Open House meetings, Weekly Teacher Newsletters, Teacher Google Classrooms, Parent and Family Engagement Nights, PTA Meetings, Parent Homework Helpers, Fluency Passages

Assessments: Weekly Teacher Newsletters, Weekly Take Home Folders w/Assessments, DIBELS Reports and Progress Monitoring, SWE IEPs, Evaluations, and Progress Reports, Intervention Reports

Student Progress: Weekly Graded Papers, Progress Reports, Parent Conferences, SBLC Meetings, IEP/504 Meetings, Report Cards and Interims

2025-26:

Curriculum: Open House meetings, Weekly teacher newsletters, Teacher Google classrooms, Parent and Family Engagement Events, PTA Meetings, Parent Homework Helpers, Weekly Fluency Passages, Reflex Program at home, etc.

Assessments: Weekly teacher newsletters, Weekly take-home folders w/assessments every Wednesday, DIBELS reports and progress monitoring, JPAMS progress/report card grades, SWE IEPs and progress reports, Evaluations, Intervention reports

Student Progress: Weekly graded papers on Wednesday, Progress reports, interims, Parent conferences, SBLC and LRE meetings, IEP/504 meetings, report cards

2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25:

Incoming: Incoming Second Graders – visit us in the spring – take a tour of the school with a Lighthouse Team Member; Meetings with Cypress Cove Staff about incoming second graders; SWE teachers visit Cypress Cove in the spring to meet SWE students; Meet n Greet prior to school beginning, Open House

Outgoing: Little Oak Middle will visit our campus in May. Principals will discuss LOM and will answer student questions. Administrators will meet to discuss 3rd Grade students moving to LOM.

2025-26:

Incoming: 2nd graders - visit us in the spring and take a tour of the school with a lighthouse team member, meetings with Cypress Cove staff about incoming 2nd graders, SWE teachers meet and visit each other to learn more about incoming students and their needs, Meet n Greet prior to school opening, open house

Outgoing: Little Oak Middle school admin visit our 3rd graders in the spring to share information about LOM, Admin will meet to discuss students moving to LOM in the spring.

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									

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

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: 1
Targeted Priority Area:
Number of Participants:

-
-
-