Abita Springs Elementary
2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future
St. Tammany Parish

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

COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
2024-25	
STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025	
All Students	
DIBELS- BOY ● 36 % of kindergarten students at or above benchmark on composite score ● 51 % of 1st graders at or above benchmark on composite score ● 54 % of 2nd graders at or above benchmark on composite score ● 55 % of 3rd graders at or above benchmark on composite score **DIEBLS-MOY** ● 73 % of 3rd graders at or above benchmark on composite score **DIBELS-EOY** ● 75% of 1st graders at or above benchmark on composite score ● 75% of 3rd graders at or above benchmark on composite score	**DIBELS- BOY** ● 64% of kindergarteners below or well below benchmark on composite score ● 49% of first graders scored below or well below benchmark on ORF ● 46% of second graders scored below or well below benchmark on composite score ● 45 % of third graders scored below or well below benchmark on composite score **DIEBLS-MOY** ● 35% of kindergarteners below or well below benchmark on composite score ● 44% of first graders scored below or well below benchmark on ORF ● 43% of second graders scored below or well below benchmark on composite score

LEAP- data based on Leap 2024 ● Students who scored % proficient on ELA grew from 58.3% to 64.1% which is a growth change of 5.8% ● Students who scored % proficient on Science grew from 29.5% to 31% which is a growth change of 1.5% ● The percentage of students who scored strong on the ELA strand of written expression grew from 56% to 71% which is a growth change of 15%. **LEAP 360** ● No strength listed on ELA LEAP 360 **ELPT** ● 70% of EL students increased 1 proficiency level from 2023 to 2024	**DIBELS-EOY** ● 35% of kindergarteners below or well below benchmark on composite score ● 33% of second graders scored below or well below benchmark on composite score **LEAP-data based on Leap 2024** ● Students who scored % proficient on Math decreased from 55.3% to 40.8% which is a decrease of 14.5% ● The percentage of students who scored strong on the Math strand of major content decreased from 50% to 33% which is a decrease of 17%. ● The percentage of students who scored strong on the Math strand of expressing mathematical reasoning decreased from 62% to 42% which is a decrease of 20%. **LEAP 360** ● 91.7% of students scored not proficient on BOY ELA LEAP 360 **ELPT** ● 25% of EL students showed no growth from the 2023 to 2024 ELPT
At-Risk Student Groups **(SWE and ESL data must be included as well as any other potential labeled student group)**	
DIBELS **District Benchmark Assessment** ● 56.3% of 2nd grade SWE students scored proficient on the 1st grade EOY 2023-24 math district assessment. ● 52.9 % of 1st grade EL students scored proficient on the Kindergarten EOY 2023-24 math district assessment. **LEAP- data based on Leap 2024** ● Assessment index score for Economically Disadvantaged students in ELA grew from 71.4 to 76.7.	**DIBELS** **District Benchmark Assessment** ● 81% of Kindergarten SWE students score not proficient on the Kindergarten Math 2024-25 BOY assessment. ● 0% of Kindergarten EL students score proficient on the Kindergarten Math 2024-25 BOY assessment. **LEAP- data based on Leap 2024** ● Assessment index score for Special Education students in ELA decreased from 61.4 to 40.8.

LEAP- data based on Leap 2025 ● The assessment index for the subgroup of Black/African American went up in ELA 29.5 points (57.5 to 87) and math 46 (30 to 76) points from 2024 to 2025. ● The assessment index for the subgroup of EL students went up in ELA 2.5 points (70 to 72.5) and math 32.6 (43.8 to 75.2) points from 2024 to 2025. **LEAP 360** ● no strengths for our SWE and EL subgroups	● Assessment index score for Special Education students in Math decreased from 60 to 31.5. ● Assessment index score for English Learner students in ELA decreased from 53.3 to 40. **LEAP- data based on Leap 2025** ● The assessment index for the subgroup of SWE students went down in ELA 15.3 points (40.8 to 25.6) from 2024 to 2025. **LEAP 360** ● 96.3% of SWE student scored not proficient on the BOY ELA LEAP 360 2024-2025 ● 0% of EL students scored proficient on the BOY ELA LEAP 360 2024-2025
SCHOOL CULTURE DATA - MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	
MRA- Student Leadership ● Personal Development went up 2% ● Pro Social Behavior went up 1% **Discipline Data** ● The number of suspensions for the Hispanic subgroup decreased from 3 in 2022-2023 to 1 in 2023-2024. ● The % of SWE students suspended in 2023-2024 (1.22%) is less than the % of Regular Education students suspended (1.48%).	**MRA- Student Leadership** ● Positive Well Being went down 2 % ● Self Advocacy down 5% ● Interpersonal Development down 1 % **Discipline Data** ● The number of referrals increased from 108 (6.46%) in 2022-2023 to 133 (8.38%) in 2023-2024. ● Out of school suspensions increased from 31 (2.56%) in 2022-2023 to 43 (2.84%) in 2023-2024.
2025-26	
STUDENT ACHIEVEMENT DATA	
All Students	

Strengths	Weakness
LEAP- data based on Leap 2025 ● Students who scored % proficient in Math grew from 40.8% to 48% which is a growth change of 7.2%. ● The 2024 Math LEAP assessment index was 66.9. The 2025 Math LEAP assessment index was 75.6, which is an increase of 8.7 ● The percentage of students who scored strong on the Math strand of major content increased from 33% to 49% which is an increase of 16%. ● The percentage of students who scored strong on the Math strand of expressing mathematical reasoning increased from 42% to 53% which is an increase of 11%. **DIBELS- BOY** ● 27% of kindergarten students at or above benchmark on composite score ● 52% of 1st graders at or above benchmark on composite score ● 60% of 2nd graders at or above benchmark on composite score ● 60% of 3rd graders at or above benchmark on composite score **DIBELS- MOY** ● 57% of kindergarten students at or above benchmark for their composite scores ● 58% of 1st graders at or above benchmark on composite score ● 66% of 2nd graders at or above benchmark on composite score ● 62% of 3rd graders at or above benchmark on composite score **DIBELS- EOY** **District Benchmark Assessment** ● 60% of Kindergarten students scored proficient and above on the math BOY assessment. ● 82% of 1st grade students scored scored proficient and above on the math BOY assessment	**LEAP- data based on Leap 2025** ● Students who scored % proficient on ELA decreased from 64.1% to 61%, which is a decrease of 3.9%. ● The 2024 ELA LEAP assessment index was 84.8. The 2025 ELA LEAP assessment index was 79.6, which is a decrease of 5.2. ● The 2024 Science LEAP assessment index was 65.8. The 2025 Science LEAP assessment index was 57.3, which is a decrease of 8.5. **DIBELS- BOY** ● 73% of kindergarteners below or well below benchmark on composite score ● 48% of first graders scored below or well below benchmark on ORF ● 40% of second graders scored below or well below benchmark on composite score ● 40% of third graders scored below or well below benchmark on composite score **DIBELS- MOY** ● 3rd grade Maze at or above benchmark decreased from 56% to 50% ● 3rd grade NWF-CLS at or above benchmark stayed at 69% ● 61% of students scored at or above benchmark ● **DIBELS- EOY** **District Benchmark Assessment** ● Only 9.7% of Kindergarten students scored insufficient on the math BOY assessment. ● Only 2.3 % of 1st grade students scored insufficient on the math BOY assessment.

● 72.5% of 2nd grade students scored scored proficient and above on the math BOY assessment ● 83.8% of 3rd grade students scored scored proficient and above on the math BOY assessment ● 69.2% of 1st grade students met or exceeded expectations on math benchmark 1. ● 80.3% of 2nd grade students met or exceeded expectations on math benchmark 1. ● 55.2% of 2nd grade students met or exceeded expectations on math benchmark 1. **LEAP 360** ● 20% of 3rd grade students scored proficient on ELA diagnostic LEAP 360 **ELPT** ●	● Only 8.5 % of 2nd grade students scored insufficient on the math BOY assessment. ● Only 4 % of 3rd grade students scored insufficient on the math BOY assessment. ● Only 7.2% of students met or exceeded expectations on the science checkpoint 1. ● 44.8% of 3rd grade students did not met or exceed expectations on the math checkpoint 1. **LEAP 360** ● 64.2% of students scored insufficient on diagnostic ELA LEAP 360 **ELPT**
At-Risk Student Groups **(SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)**	
DIBELS **District Benchmark Assessment** ● 50% of Kindergarten SWE students scored proficient on the Kindergarten Math 2025-26 BOY assessment. ● 65.7% of 1st grade SWE students scored proficient or above on the Math 2025-26 BOY assessment. ● 59.4% of 2nd grade SWE students scored proficient or above on the Math 2025-26 BOY assessment. ● 68.8% of 3rd grade SWE students scored proficient or above on the Math 2025-26 BOY assessment. ● 60% of 3rd grade EL students scored proficient or above on the Math 2025-26 BOY assessment. **LEAP- data based on Leap 2024** ● Assessment index score for Economically Disadvantaged students in ELA increased from 71.4 to 76.7.	**DIBELS** **District Benchmark Assessment** ● 50% of Kindergarten SWE students score not proficient on the Kindergarten Math 2025-26 BOY assessment. ● 0% of Kindergarten EL students score proficient on the Kindergarten Math 2025-26 BOY assessment. ● 50% of 1st grade EL students scored partial or limited on the Math 2025-26 BOY assessment. **LEAP- data based on Leap 2025** ● Assessment index score for Economically Disadvantaged students in ELA decreased 76.7 to 67. ● Assessment index score for Special Education students in ELA decreased from 40.8 to 25.6.

LEAP- data based on Leap 2025 ● Assessment index score for Economically Disadvantaged students in Math decreased 53.1 to 62.1. ● Assessment index score for EL students in Math from 0% to 36%. **LEAP 360** ● no strengths for our SWE and EL subgroups	● Assessment index score for Special Education students in Math decreased 31.5 to 29.5. ● Assessment index score for English Learner students in ELA decreased from 40 to 32. **LEAP- data based on Leap 2025** ● The assessment index for the subgroup of SWE students went down in ELA 15.3 points (40.8 to 25.6) from 2024 to 2025. **LEAP 360** ● % of SWE student scored not proficient on the BOY ELA LEAP 360 2025-20256 ● % of EL students scored proficient on the BOY ELA LEAP 360 2025-2026
SCHOOL CULTURE DATA - MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	
MRA- Student Leadership ● Personal Development stayed at 79 ● Interpersonal Development increased by 1% **MRA- Staff Leadership** ● Personal Effectiveness increased by 3 % ● School & Family Partnerships increased by 7% ● Family Engagement increased by 4% **Discipline Data** ● The number of suspensions for the Black Male subgroup decreased from 35 in 2023-2024 to 9 in 2024-2025. ● The number of suspensions for the Hispanic subgroup decreased from 3 in 2022-2023 to 1 in 2023-2024. ● The % of SWE students suspended in 2023-2024 (1.22%) is less than the % of Regular Education students suspended (1.48%).	**MRA- Student Leadership** ● Positive Well Being went down 3% ● Self Advocacy down 2% ● Prosocial Behaviors down 2 % **MRA- Staff Leadership** ● Interpersonal Effectiveness increased by 1% ● Community Engagement decreased by 1% **Discipline Data** ● Males had significantly more behavior referrals (73%) than females (27%). ● The % of SWE students suspended in 2024-2025 (5.28%) is more than the % of Regular Education students suspended (2.97%). ● The number of referrals increased from 108 (6.46%) in 2022-2023 to 133 (8.38%) in 2023-2024.

	• Out of school suspensions increased from 31 (2.56%) in 2022-2023 to 43 (2.84%) in 2023-2024.
2026-27	
STUDENT ACHIEVEMENT DATA	
All Students	
At-Risk Student Groups **(SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)**	
SCHOOL CULTURE DATA - MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	

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

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

School Improvement Focus Area	Leadership Goal

(Examples - engaging students in thinking and problem solving, document-based questioning, or non-fiction writing across the content areas)	(Include the one descriptor from one indicator on the Louisiana Leader rubric identified during the Beginning-of-the Year conference)
2024-25	
Math: 80% of students in grades K-3 will score mastery (80% or above) on a 5 minute timed fluency math facts informal assessment. **ELA:** 80% of students in grades K-3 will score at or above benchmark on the EOY oral reading fluency component of DIBELS.	Domain: Instructional Leadership Indicator: Meeting Student Needs Descriptor: Supports teachers in implementing instructional strategies that meet the needs of all learners.
2025-26	
Math: 80% of students in grades K-3 will grow in Math fluency by scoring at or above benchmark on the EOY numeracy screener composite. **ELA:** 80% of students in grades K-3 will grow in Reading fluency by scoring at or above benchmark on the EOY oral reading fluency component of DIBELS.	Domain: Capacity Building Indicator: Continuous Improvement Descriptor: Leader Ensures individualized professional learning, aligned to the coaching plan, is provided to support teachers' and staff members' skills, is guided by understanding of adult learning principles, and is measured with student data.
2026-27	

LEADERSHIP TEAM LONG-RANGE PLAN

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

2024-2025

Date of ILT	Outcome	Materials	Follow-Up
August 16, 2024	Review LEAP 2024 Data creating cluster goals and annual goals	LEAP 2024 Data	ILT members will bring their own data and reflection to add to the 24-25 Long Range Plan.
September 13, 2024	Creating intervention groups and HDT groups. Evidenced by walkthroughs, there is a need for Science and SS PD.	Science/SS Scope and Sequence	Invite Tracy Pendry and Desiree McGuire to join October PLC for Science and SS PD. Two third grade teachers attending district Science PD.
October 17, 2024	Evidenced by walkthroughs, there is a need for whole-school writing PD for congruency.	Writing Rubric Work Samples K-3 Writing Rev. Book	Invite Emily Mull to join October PLC for Writing Revolution PD.
November 15, 2024	Created school-wide literacy and numeracy WIGs starting in January.	Walk-Thru Data	Add a school-wide literacy and numeracy fluency goal and student-tracking system.
December 13, 2024	Creating new intervention groups as evidenced by MOY DIBELS scores. Reallocate available tutoring minutes to meet the needs of 3rd grade students that are not benchmark on DIBELS.	MOY DIBELS Scores	PLC on December 18 and January 6 for ELA.
January 17, 2025	Roll out new LiM school-wide academic WIGs.	LiM Binder	PLC on February 5 (because of snow days) for WIGs.
February 14, 2025	Evidenced by walkthroughs, there is a need for a math fluency intervention.	Title I Budget	iReady Fluency purchased school-wide as a math fluency intervention. Training on March 26 PLC.

March 21, 2025	**Teachers and Tutors select the best ELA interventions for the small groups.**	**SPIRE, Sound Sensible, and Project Read materials**	**SPIRE, Sounds Sensible, or Project Read groups.**
April 25, 2025	**Look at DIBELS data.**	**EOY DIBELS Scores**	**Set up SBLC retention/promotion meetings. Complete HDT Logs and tutoring. Retention in May.**
May 9, 2025	**Look at faculty, SWE numbers, EL numbers, and determine student placement.**	**Pink/Blue Cards Student Data**	**Teachers complete pink and blue cards on each student. Teachers meet with admin. on May 13 to determine student placement and needs for next year.**

2025-2026

Date of ILT	Outcome	Materials	Follow-Up
August 14, 2025	**ILT members reviewed and reflected on DIBELS data from 24-25 school year, developed a School Wide Literacy Plan, entered data on our SAP plan from 24-25 school year, and identified additional ILT members.**	• Yearly calendar at a glance • 2025-26 SAP plan • DIBELS data from 24-25 school year • Literacy plan template for 25-26 school year	**Follow up with DIBELS data, DIBELS student data cards for the data wall, student work, targeted group plans.**
September 10, 2025	**ILT LEAD team members will develop an Attendance Team, schedule Literacy and Math Nights, Plan the September 22 PLC, LER coaching plans, and iReady usage**	• Yearly calendar at a glance • 2025-26 SAP plan • DIBELS data from BOY 2025 • Literacy plan template for 25-26 school year • Attendance Team Members • Math Intervention Plan for 25-26 iReady usage	**Follow up with DIBELS data, DIBELS student data cards for the data wall, student work, targeted group plans, math intervention plan, and Attendance Team**

October 15, 2024	**ILT team members met to plan the October PLC to include LIM binder expectations, Renaissance for standards-based learning, and data review of LEAP 360. Develop LIM Binder success criteria.**	• Student LIM Binder samples • Renaissance learning information sheet • Success Criteria for LIM binders	**Administration will check in at grade-level meetings about any specific binder questions. Holiday will make PLC slides and LIM Binder success criteria poster. ILT team with spot check LIM student binders.**
November 5, 2025	**ILT team met to determine December 11th Math Night Focus based on math data, SAP Plan, and Student WIGS.**	• SAP Plan • Student binder samples • Math Data	**Burns will meet with Math Night Action Team leaders to discuss focus. AT leaders will then meet with the committee to plan math night.**
December 8, 2025	**ILT team members, with the collaboration of Emily Mull, analyzed the MOY DIBELS data and planned PLC and PD opportunities for K-3 for the 1-5-26 PD.**	• **MOY DIBELS Data** • **Yearly calendar at a glance** • **Literacy Plan** • **Intervention schedule**	**Follow up with DIBELS data, complete MOY DIBELS student data cards for the data wall, conduct walk throughs for curriculum fidelity, and gather student work for analysis.**
January 12, 2026	**ILT team members will develop PLC agenda for January 14, 2026 planning student-led conferences for Literacy Night and discussing TSG Walk-through data**	• **Literacy Night Agenda** • **SAP Literacy Goal** • **Student-led Conference script** • **Walk-through data**	**Present the student-led conference script and discuss the student data binders in PLC.**
February 11, 2026			
March 11, 2026			
April 7, 2026			
May 6, 20256			

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, Abita Springs Elementary School will increase the SPS from 84.6 to 87.6 through a focus on the oral reading fluency component of DIBELS, mathematical operations and algebraic thinking with a focus on fact fluency, as determined by illuminate MOY and EOY assessments.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
84.6	85.6	86.6	87.6
	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: 84.8**
  - **Math: 66.9**
  - **Science: 65.8**
  - **Social Studies: NA**
  - **Overall: 72.5**
- **Where are there opportunities for growth?**
  - **ELA:**

Progress Index (PI)

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

■ Informational Texts ■ Literary Texts ■ Vocabulary ○ Math: ■ Major Content ■ Expressing Mathematical Reasoning ■ Additional and Supporting Content ○ Science: 65.8 ■ Investigate ■ Evaluate ■ Reason Scientifically ○ Social Studies: NA	
Interests and Opportunities (I/O and creating classroom mission statements. ● What is your current I/O?: Score of 150 ○ TA2 - The Arts to all students 60 or more min. per week ○ E1 - Physical Education to all students ○ S4 - STEM Curriculum ○ TA7 - Arts Showcase - St. Tammany Parish Fair Exhibit ● Where are there opportunities for growth?	
2025-26 Components of SPS	
Achieve Index (AI) ● What is your current AI in – ○ ELA - 79.6 ○ Math - 70.3 ○ Science - 57.3	Growth Index (GI) ● What is your current GI in – ○ ELA? ○ Math? ○ Lowest 25% in ELA?

○ Social Studies - ○ Overall - ● Where are there opportunities for growth? ○ Science ■ Science PD ■ Science Curriculum Specialist in PLC ■ Science Curriculum Walk-through ● What is your current I/O?: Score of 149.5 ○ TA2 - The Arts to all students 60 or more min. per week ○ E1 - Physical Education to all students ○ S4 - STEM Curriculum ○ TA7 - Arts Showcase - St. Tammany Parish Fair Exhibit	○ Lowest 25% in Math? ○ ELL population? ○ Overall? ● 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?

PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

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

- **Priority Goal #1 (Culture) - Student Leadership**
- **Priority Goal #2 (Academics) - Math: Major Content Area**
- **Priority Goal #3 (Academics) - ELA: Reading Fluency**

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Abita Springs Elementary School will increase the MRA sub-measure in student leadership from 79% to 85% through a focus on overcoming barriers, problem solving and finding solutions on their own, and knowing how to enlist support when needed, while engaging in positive well being activities, including actions that benefit their heart, mind, and body, contributing to a holistic approach to their overall development.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
79%	81%	77%	81%			
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there?

ASE Purchased Resources List 24-25

Purchased Resources to Support Priority Goals

Professional Development Offered

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?

- Students will track daily attendance in LIM binder. Class, grade level, and school level attendance will also be tracked. Daily charts with school wide attendance are celebrated or discussed in whole school morning meetings.
- Daily tracking of student responsibility of coming to school with a school ID is tracked. There is a self or peer daily ID spreadsheet check for students to monitor who attends each school day with their IDs present.
- Students will have a buddy/friend/small group accountability check system to self and peer monitor if they are on track to: meet their WIGS, solve problems, and overcome barriers. Peers and staff will support each other to meet these goals and advocate for change.

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
95% daily attendance goal	**93%**	**94.39%**	**N**	**92.8%**	**N**	**95.2%**	**Y**
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

The quarter one daily attendance percentage was 94.39%. Students, classes, and the school will continue to track daily attendance and review progress daily in morning meeting.

Quarter 2 Reflection –

The quarter two daily attendance percentage was 92.8%. December was very low due to high illness rates. Students, classes, and the school will continue to track daily attendance and review progress daily in morning meeting.

Quarter 3 Reflection –

The quarter three daily attendance percentage was 94.22%. Students are highly invested in meeting their daily goals.

End of year Reflection –

The fourth quarter attendance percentage was 93.2% The entire year attendance percentage was 93.5%., compared to last school year of 92.9%, which is an increase of .56%. This has been an amazing initiative. Students learned to set and track an attendance goal. Many students were shocked at their attendance percentage and established discussed habits to improve.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
95% daily attendance goal	**93.5%**	**94.96%**	**+1.46 Percentage points from baseline**	**94.02%**	**+0.52% points from baseline**		
			Met Goal? **Y** **N**		Met Goal? **Y** **N**		Met Goal? **Y** **N**

Quarter 1 Reflection –

The quarter one daily attendance percentage was 95.96%. Students, classes, and the school will continue to track daily attendance and review progress daily in Morning Meeting.

Quarter 2 Reflection –

The quarter two daily attendance percentage was 94.02% Even though we did not meet the goal, attendance was up from last year's 2nd Quarter by 1.22% points. Students, classes, and the school will continue to track daily attendance and review progress daily in morning meeting.

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, Abita Springs Elementary School will increase the Math percent proficient from 40.8 to 43.8 through a focus on analysis of student work and pre-module assessment data, along with following instructional lesson pacing, to drive instructional decisions.

	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
All Students	40.8	48.2%		
		Met Goal? **Y** **N**	Met Goal? **Y** **N**	Met Goal? **Y** **N**
Student Group(s)				
SWE	7	5.2		
		Met Goal? **Y** **N**	Met Goal? **Y** **N**	Met Goal? **Y** **N**
EL	0	20		
		Met Goal? **Y** **N**	Met Goal? **Y** **N**	Met Goal? **Y** **N**
Lowest 25% in ELA?	EL 0	EL 0		
		Met Goal? **Y** **N**	Met Goal? **Y** **N**	Met Goal? **Y** **N**
Lowest 25% in Math?	Black/African Am. 0	SWE 7		
		Met Goal? **Y** **N**	Met Goal? **Y** **N**	Met Goal? **Y** **N**
Economically Disadvantaged	Math 29% / ELA 55%	Math 38% / ELA 46%		
		Met Goal? / Met Goat? **Y** **N** **Y** **N**	Met Goal? **Y** **N**	Met Goal? **Y** **N**

How are we going to get there?

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

Professional Development Offered
Bi-monthly PLC Meetings Curriculum Specialist Eureka 2 and Equip Training Curriculum Specialist PD Content Leaders on campus iReady

Short Term Wins

Increase number of students at proficient and above level on the BOY to the EOY District Math Assessment for all grades.

-

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW Checkpoint 1**	**Results**	**2nd Quarter STW Checkpoint 2**	**Results**	**3rd Quarter STW EOY**	**Results**
BOY Math District Assessment (Baseline) Checkpoints	**Kinder 74.1% 1st 85.7% 2nd 78.0% 3rd 75.3%**	**1st 63.8% 2nd 78.4% 3rd 60.6%**	**N**	**K 64.5% 1st 84.7% 2nd 38.4% 3rd 58.5%**	**N**	**K 63.5%% 1st 79.4% 2nd 85.8% 3rd 79.0%**	**K & 1st No 2nd & 3rd Yes**
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

We need another data point to monitor math growth. The benchmark test does not test the same standards as the BOY. Teachers are continuing to have students work on math fact fluency.

Quarter 2 Reflection –

Again, it is difficult to determine if this is a short term win because it is not testing the same standards. In all grades, the percent of students proficient decreased

Quarter 3 Reflection –

Kindergarten and 1st did not show improvement from BOY. 2nd and 3rd grades showed improvement from BOY.

End of year Reflection –

Using checkpoints are not effective in tracking short term wins because the same standards are not being tested each time. Even though the results of the Checkpoints did not clearly show improvement, our math LEAP scores improved from 40.8% proficient (2024) to 48.2% proficient (2025).. We are looking forward to using iReady to monitor math growth next year to have a more consistent measure to progress monitor student growth in math.

Short Term Wins

Increase number of students at proficient and above level on the iReady from the BOY Diagnostic to EOY Diagnostic.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter**	**Results**	**2nd Quarter (MOY)**	**Results**	**3rd Quarter STW**	**Results**
iReady Diagnostic	**K 9% 1st 5% 2nd 8% 3rd 7%**	**K 8% 1st 6% 2nd 8% 3rd 5%**	**K, 2nd, & 3rd - NO 1 Yes**	**K 34% 1st 19% 2nd 35% 3rd 28%**			
			Met Goal?		Met Goal?		Met Goal?

	N		Y		Y N

Quarter 1 Reflection –

K decreased 1% point; 1st increased 1% point, 2nd remained the same, and 3rd decreased 2% points. The scores remained rather steady from the BOY Diagnostic. This could be due to it being a new program as well as the level of review in the 1st quarter.

Quarter 2 Reflection –

All grades show a significant increase in the percent of proficient students. K increased 25% points from BOY, 1st increased 14% points from BOY, 2nd increased 27% points from BOY, and 3rd increased 21% points from BOY. These results are demonstrating significant growth in all grades.

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, Abita Springs Elementary School will increase DIBELS number of students at or above benchmark for fluency from 44% to 54% through a focus on phonemic awareness and fluency awareness.

	2024 Proficiency % (Baseline)	2025 Proficiency %	2026 Proficiency %	2027 Proficiency %
All Students	**44% BOY** K - 30% NWF-CLS 1- 35% ORF 2- 50% ORF 3- 61% ORF **58% EOY** K - 78% NWF-CLS 1- 48% ORF 2- 31% ORF 3- 73% ORF	**46% BOY** K - 32% NWF-CLS 1- 41% ORF 2- 54% ORF 3- 55% ORF **% EOY** K - % NWF-CLS 1- % ORF 2- % ORF 3- % ORF		
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**

Student Group(s)				
SWE		**<u>% BOY</u>** K- 0% 1st- 35% 2nd- 51% 3rd- 41% **<u>% MOY</u>** K-47% 1st- 36% 2nd- 55% 3rd- 27%		
		Met Goal? **K-2 Y N** **3rd grade N**	Met Goal? **Y N**	Met Goal? **Y N**
EL		**<u>% BOY</u>** K- 0% 1st- 25% 2nd- 58% 3rd-50% **<u>% MOY</u>** K-100% 1st- 60% 2nd- 66% 3rd- 40%		
		Met Goal? **K-2 Y N** **3rd grade N**	Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in ELA?				

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

How are we going to get there?
-Intervention Groups
-High Dose Tutoring
-Heggerty Lesson Daily
-CKLA Lessons

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

Professional Development Offered
Bi-monthly PLC **Curriculum Specialist** **DIBELS Training** **SPIRE Training** **The Writing Revolution**

Short Term Wins

- **Increase number of students at benchmark or above from BOY to MOY, then MOY to EOY in fluency.**

2024-25			
Goal and Data Used	**Baseline (at or above benchmark)**	**Results (at or above benchmark)**	**Results (at or above benchmark)**
DIBELS Testing and Progress Monitoring	**44% BOY** K - 30% NWF-CLS 1- 35% ORF 2- 50% ORF 3- 61% ORF	**58% MOY** K - 67% NWF-CLS 1- 42% ORF 2- 53% ORF 3- 68% ORF	**66% EOY** K - 65% NWF-CLS 1- 75% ORF 2- 67% ORF 3-75 % ORF
		Met Goal? **Y N**	Met Goal? **Y N**

BOY Reflection –

Teachers are teaching daily Heggerty lessons and FIRE lessons to increase phonemic awareness and fluency.

MOY Reflection –

All grade levels increased in fluency by at least 2% and a maximum of 37%. School-wide the fluency improvement was 14%. Starting in January, students will be creating their own WIG for fluency and tracking monthly to see if they have reached their set monthly goal. The monthly goals will keep students on track to reaching their EOY at or above benchmark goal.

EOY Reflection –

Students developed and tracked ELA fluency goals (WIGS) for the second semester. 79.8% of students met their EOY SLT target. 66% of students were at or above benchmark on the EOY DIBELS.

2025-2026

Goal and Data Used	Baseline (at or above benchmark)	Results (at or above benchmark)	Results (at or above benchmark)
DIBELS Testing and Progress Monitoring	**46% BOY** K - 32% NWF-CLS 1- 41% ORF 2- 53% ORF 3- 55% ORF	**MOY** K - 65% NWF-CLS 1- 45% ORF 2- 59% ORF 3- 59% ORF	**66% EOY** K - NWF-CLS 1- ORF 2- ORF 3-ORF
		Met Goal? **Y N**	Met Goal? **Y N**

Quarter 1 Reflection –

Currently, many kindergarten students struggle with letter recognition and letter–sound correspondence, which impacts their ability to decode and sound out nonsense words. In addition, kindergarten students have limited experience completing literacy assessments on a computer. In grades 1–3, approximately 50% of students are reading on benchmark or above for oral reading fluency. Our goal is to increase this percentage to at least 70% of students meeting or exceeding benchmark expectations in oral reading fluency by the end of the school year through targeted instruction, early foundational literacy support, and increased exposure to technology-based literacy assessments.

Quarter 2 Reflection –

We have seen significant improvement among our kindergarten students in their ability to sound out and blend nonsense words, indicating growth in foundational phonics skills. While the percentage of students in grades 1–3 who are reading at or above benchmark for oral reading fluency has increased slightly, we would like to see greater gains. All students participate in targeted literacy interventions aligned to their individual needs as identified by the MOY DIBELS data. To support continued growth, administrators are conducting more frequent classroom walk-throughs to ensure that small-group interventions are implemented with fidelity and rigor, with the goal of increasing the number of students meeting or exceeding oral reading fluency benchmarks.

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 24-25 to the district-designated location (Title I schools ONLY).
Link/Upload your school's yearly intervention plan 25-26 to the district-designated location (Title I schools ONLY).

Link/Upload your school's literacy plan 24-25 that includes interventions to the district-designated location (K-3 schools ONLY).
Link/Upload your school's literacy plan 25-26 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:
-QR Codes to Google form for parent input
-Robo call to inform parents that the SAP plan is on the school website with a link for parent feedback on the SAP
-MRA Survey

2025-26:

-QR Codes to Google form for parent input
- Exit tickets at the end of parent activities
-Robo call to inform parents that the SAP plan is on the school website with a link for parent feedback on the SAP

-MRA Survey

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:

-Literacy Night PK-K
-Literacy Night 1-3

- Reflection- Literacy night was a successful night. We split the night into 2 separate times. Students with the last name A-K came from 5:30-6:15, and students with the last name L-Z came from 6:30-7:15. 1st and 2nd grade students performed a winter concert for the parents for about 20 minutes, then all parents and students completed literacy activities for the reminder of the time. K and

-Math Night
-What to Expect in K, 1st, 2nd, 3rd
-Open House
-LEAP Parent Night
-DIBELS Night

2025-26:

-Literacy Night
-Math Night
-What to Expect in K, 1st, 2nd, 3rd
-Open House
-LEAP Parent Night
-DIBELS Meeting- After BOY and MOY

2026-27:

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

2024-25:
-Quarterly School Newsletter
-Teacher Weekly Newsletters that are uploaded to JPAMS
-JPAMS
-Graded Papers sent home
-Teacher Google Classrooms with curriculum information
-Flyers
-Letters sent home for district/state assessments with student results
-Robo calls and texts
-Interim reports/report cards
-Parent conferences
-IEP progress reports
-SBLC Meetings

2025-26:

-Quarterly School Newsletter
-Teacher Weekly Newsletters that are uploaded to JPAMS
-JPAMS
-Graded Papers sent home
-Teacher Google Classrooms with curriculum information
-Flyers
-Letters sent home for district/state assessments with student results

-Robo calls and texts
-Interim reports/report cards
-Parent conferences
-IEP progress reports
-SBLC Meetings

2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25:
-3rd Graders visit middle school
-Each grade level has “What to Expect” for the next grade level
-Personal tours by parent request

2025-26:

-3rd Graders visit middle school
-Each grade level has “What to Expect” for the next grade level
-Personal tours by parent request

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 Date