2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

Chahta-Ima Elementary

ST. TAMMANY
PARISH PUBLIC SCHOOLS

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	
• 3rd ELA LEAP increased from 51% proficient to 57% • LEAP ELA increased 19% in Literary Text • Knowledge and Use of Conventions increased 22% • Reading Performance increased 11% • Solve Time, Area Measurement Estimation increased by 5% • 38% Growth of K BOY Dibels Results for At or Above Benchmark (24-25) • 2nd grade grew by 2% in Dibels Data from BOY to EOY (23-24) • LEAP 3rd grade Science increased by 8 index points	• Math AI decreased from 71.8 to 58.2 • Math 3rd Leap decreased from 48% proficient to 45% • Vocabulary decreased by 2% • Written Expression decreased 9% • Math Major Content decreased 7% • Expressing Mathematical Reasoning decreased 30% • Math Modeling decreased by 9% • 1st grade Dibels Data decreased by 12% for At or Above Benchmark • 1st grade and 3rd Grade DIBELS Data showed decreases from BOY to EOY

At-Risk Student Groups **(SWE and ESL data must be included as well as any other potential labeled student group)**	
• In the subject area of ELA LEAP the SWE subgroup population grew by 10% when compared from 2023 to 2024. • In the subject area of ELA the EL subgroup population grew by 14.3% when compared from 2023 to 2024 • In the subject area of Math the SWE subgroup population grew by 3.4% when compared from 2023 to 2024 • In the subject area Math the EL subgroup population grew by 5.7% when compared from 2023 to 2024. • At least 5 (42%) SWE students scored Mastery on the ELA LEAP for Spring 2024. • At least 3 (43%) EL students scored Mastery on the ELA LEAP for Spring 2024.	• Only 4 out of 12 (33%) of SWE students scored Mastery on the MATH LEAP for Spring 2024. • Only 2 out of 7 (29%) of EL students scored Mastery on the MATH LEAP for Spring of 2024.
SCHOOL CULTURE DATA - MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	
• MRA showed increase of 13 points in School Climate • MRA showed an increase of 10 points in Staff Voice • MRA showed an increase in Collective Efficacy	• MRA showed a decrease by 10 points in Student Empowerment • MRA showed a decrease by 2 points in Trusting Relationships
2025-26	
STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2026, WORK KEYS, IBCS,GRAD RATE, ETC.	
All Students	
• 35% growth of K BOY Dibels results for At or Above Benchmark (25-26)	• In the sub group of LEAP informational text results increased 10%

• 1st Grade Dibels Data decreased by 3% for At or Above Benchmark (25-26) • 2nd Grade Dibels Data decreased by 6% for At of Above Benchmark (25-26) • 3rd Grade Dibels Data decreased by 1% for At or Above Bench • In the subject of LEAP ELA 57% proficiency was maintained • In the subject of LEAP Math results increased by 3%	• In the sub group of LEAP written performance results increased 17% • In the sub group of LEAP mathematical reasoning results increased 15%
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)**	
• In the subject of ELA, % of Students Growing in ELA Who Had the Lowest 25% of Scores in the Prior Year grew by 5.4% from 2024 to 2025 • In the subject of Math, % of Students Growing in Math Who Had the Lowest 25% of Scores in the Prior Year grew by 8% from 2024 to 2025 • At least 1 SWE student scored Mastery on ELA LEAP for Spring 2025 • 57.1% of English language learners are making progress	• 57.1 of English language learners are making progress which is an 11.6% growth from 2024
SCHOOL CULTURE DATA - MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	
• MRA showed a decrease of 1 point in School Climate • MRA showed a decrease 0f 3 points in Staff Voice • MRA showed an increase of 2 points in Collective Efficacy	• MRA showed an increase by 14 points in Student Empowerment • MRA showed an increase by 2 points in Trusting Relationships
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 - PRINCIPAL'S WILDLY IMPORTANT GOAL (WIG)

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

School Improvement Focus Area (Examples - engaging students in thinking and problem solving, document-based questioning, or non-fiction writing across the content areas)	**Leadership Goal** (Include the one descriptor from one indicator on the Louisiana Leader rubric identified during the Beginning-of-the Year conference)

2024-25	
• Focus on Attendance: School wide WIG • Utilizing student work to drive instructional decisions such as small group	• Students track their own attendance in individual leadership data binders • Engage all teachers in utilizing data to identify students in need of intervention, acceleration, extension or other additional support • Utilizing ILT meetings and PLC meetings to analyze and create a plan of response
2025-26	
• Focus on Attendance: School wide WIG • Utilizing student work to drive instructional decisions such as small group • Teacher knowledge of standards and objectives • Student knowledge of success criteria	• Students track their own attendance in individual leadership data binders • Engage all teachers in utilizing data to identify students in need of intervention, acceleration, extension or other additional support • Utilizing ILT meetings and PLC meetings to analyze and create a plan of response
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
8/13/25	**Introduction to DIBELS and Numeracy Requirements**	**TRT & Coaches Power point - District state slides**	****Instructional Coach/ Admin/ PLC for**

9/24/25	DIBELS BOY Data Dissemination	BOY Amplify Monitoring	TRT & Interventionist
10/22/25	SAP Review to Discuss Goals and STW	SAP Plan, Data used required for SAP Dibels Results BOY Results	**Progress Monitoring Lexia Reports & Reflex Report Usage PLC to support strategies to achieve SAP goals
11/19/25	Academic Discourse: **Examples of Discourse **Consideration of CKLA and Math Curriculum Specialist	Instructional Coach, Curriculum Specialist (Math & Reading) PLC focus on Academic Discourse and PLanning for discourse	**Classroom check ins to observe discourse Reflections with teachers at next PLC
12/19/25	Dibels MOY results **Update students on Dibels board based on updated MOY data **Discussion on how to change up intervention groups and their focus Discuss CKLA Implementation & Debriefs for Skills	**Dibels MOY reports **Current intervention groups per grade to discuss and see where changes need to be made	Progress monitoring results CKLA Learning Walks
1/14/26	*Reflections and Updates at MOY with SAP PLC Math Snapshot Kdgn & 2nd Grade	SAP Document Evidence for SAP	Reflections and Updates for Goal Implementation & Resources needed and used to meet SAP goals Snapshot Results for Math PLC with District Curriculum Math Specialist
2/25/26	**Lexia Diagnostic Analysis **LEAP Update on Tutoring (after school) **	Reports for Lexia Update on LEAP Interventions	Progress reports to determine student growth mastery and skills attainment for LEXIA & LEAP

3/25/26	****Updates on Lexia** ****CIE LEAP Preparation** ****Monitoring of PGP - completion**	****Illuminate** ****Iready and Lexia platforms** ****Coaches - PGP monitoring results**	****Assigned Coaches will support teachers on PGP & discuss progression with administration**
4/29/26	****EOY reflections** ****Created next year plans and updates** ****Analyzed EOY Data**	****SAP document** ****EOY Dibels reports** ****CIE standards results** ****Portfolio documents and changes for next year**	**Utilize EOY data and results to make next year plans and adjustments.**

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, CIE School will increase the SPS from 61.9 to 67.9 through a focus on math concepts solve problems with any operation

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
61.9	64.6	65.9	67.9
	Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**

2024-25 Components of SPS

Assessment Index (AI)

- **What is your current AI in –**
  - **ELA 75.2**
  - **Math 58.2**
  - **Science 52.5**
  - **Social Studies N/A**
  - **Overall 61.9**
- **Where are there opportunities for growth?**

Math: Fluency and problem-solving

ELA: Fluency (response DIBELS) and writing

Progress Index (PI)

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

Interests and Opportunities (I/O)

- **What is your current I/O?**
- **Where are there opportunities for growth?**

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 81.5 ○ Math 62.5 ○ Science 46.5 ○ Social Studies 53.1 ○ Overall? • Where are there opportunities for growth? Math fluency and problem solving with multiplication & division, along with solving any operation	**Growth Index (GI)** • What is your current GI in – ○ ELA? 32.5 ○ Math? 29.5 ○ Lowest 25% in ELA? 69.6 ○ Lowest 25% in Math? 37.6 ○ ELL population? 55 ○ Overall? • Where are there opportunities for growth? Math fluency and problem solving with multiplication & division, along with solving any operation

ELA - Reading Fluency	ELA - Reading Fluency
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) - Student Empowerment**
- **Priority Goal #2 (Academics) - Leap- Math percent proficiency**
- **Priority Goal #3 (Academics) - Dibels At and Above Benchmark**

Priority Area #1 Goal:
From Fall 2024 to Fall 2027, Chahta-Ima Elementary School will increase the MRA sub-measure of Student Empowerment from 68 to 80 by focusing on student leadership opportunities, goal tracking, and self-directed learning through the implementation of the Leader in Me (LIM) framework and regular use of student data binders.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
74	78	78	82		86	
	Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**	

How are we going to get there?
-Leader in Me Leadership binders
-2nd and 3rd grade student ambassadors
-Student jobs in the classroom
-Student Led Conferences

Purchased Resources to Support Priority Goals

Professional Development Offered
LIM PD offered by district, Lighthouse meetings

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?

- **Active Participation in Leadership Roles**
  - **Student-led responsibilities: Students will be seen taking on classroom and school-wide leadership roles, such as organizing activities, managing classroom routines, or leading morning meetings. This could include roles like classroom helpers, peer mentors, or event coordinators.**
  - **Student voice in decision-making: Students will actively contribute to decisions about classroom management, school events, and other aspects of school life, demonstrating confidence in expressing their opinions and ideas.**
- **Goal Setting and Tracking**
  - **Regular goal setting: Students will be setting academic and personal growth goals in their Leader in Me (LIM) Student Data Binders. They will be seen reflecting on their progress, adjusting goals as needed, and taking ownership of their learning.**
  - **Tracking progress: Students will be using data binders or digital tools to regularly track their achievements and challenges in both academic subjects and personal development. They will articulate their progress during one-on-one conferences with teachers or during student-led conferences with their parents.**

2024-25							
Goal and Data Used	Baseline	1st Quarter STW	Results	2nd Quarter STW	Results	3rd Quarter STW	Results
100% of classrooms implementing student data binders and utilizing in daily instruction	Will provide materials to teachers to create binders. Brainstormed the routine with students binders then conduct classroom visit for	As of 10/14/24 all K-3rd classrooms have implemented student Leadership binders. As of 10/21/24 all pre-k classrooms have	3rd Grade teacher used leadership binders to conduct student-led conferences on 10/16/24	Kindergarten and Second grade teacher/student conferencing on academic and social goals (tracking in student data binders)	K- conferencing and updating binders in small group. 2nd- Tracking all wigs and conferencing weekly	Focus on student led conferences utilizing the student binders to share growth and work with their guardians	Huge success for ALL grades. Great parent attendance and parents were excited about having the students owning their learning during the conference.

	support and observe the implementation	**implemented student leadership binders.**					
			Met Goal? **Y** **N**		Met Goal? **Y** **N**		Met Goal? **Y** **N**

Quarter 1 Reflection –

We met several times since the beginning of the year. Admin supported teachers in creating a data binder that would support students' achievement through teacher support. Students will take ownership of their learning by tracking their individual achievement data. Teachers will conference with students and parents about how they are doing then or what needs to change to support their success.

Quarter 2 Reflection –

All grades are sharing positive impacts with student binders. Teachers have created their own schedules such as during small group time to update and conference with students. Students get excited to update and see their "GROWTH". It is motivating students to focus on their goals and work hard towards their individual goals. School wide celebrations at morning meetings and incentives to reward the student's hard work.

Quarter 3 Reflection –

All Grades completed Student Led conferences in March. Each grade did age appropriate preparation to guide students during their conferences. The students had reflection time and were aware of the information that they would be sharing with their guardians. The students did great and their confidence soared completing this task.

End of year Reflection –

Grade levels met at EOY to determine what to keep and to discard for each grade level in their LIM portfolio. Each class is excited to continue with portfolios along with Teacher portfolios. It provided a great way of organizing data and student work throughout the whole school year. The portfolio gave teachers and students a measure of growth to follow, it motivated students and kept the academic goals in mind.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
100% of classrooms implementing student data binders and utilizing in daily instruction	**Will provide updated 25-26 materials to teachers to create binders. Continue the previous year's established routine with students binders then conduct classroom visit for support and observe the implementation**	**As of 10/21/25 all K-3rd classrooms have implemented student Leadership binders. As of 10/21/25 all pre-k classrooms have implemented student leadership binders.**	**Teachers Pre-K-3rd have established routines to do a weekly check with their students.**	**Kindergarten through Second grade teacher/student conferencing on academic and social goals (tracking in student data binders)**	**K- conferencing and updating binders in small group. 1st & 2nd- Tracking all wigs and conferencing weekly**	**Focus on student led conferences utilizing the student binders to share growth and work with their guardians**	
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Admin and the Leadership Team at BOY supported teachers in creating a data binder that would support students' achievement through teacher support. Students will take ownership of their learning by tracking their individual achievement data. Teachers will conference with students and parents about how they are doing then or what needs to change to support their success.

Quarter 2 Reflection –

All grades are sharing positive impacts with student binders. Teachers have created their own schedules such as during small group time to update and conference with students. Students get excited to update and see their "GROWTH". It is motivating students to focus on their goals and work hard towards their individual goals. School wide celebrations at morning meetings and incentives to reward the student's hard work.

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, Chahta- Ima Elementary School will increase the LEAP- Math percent proficiency from 37% to 46% through a focus on math fluency (tracked in student binders), math small group instruction, and tracking math assessment.

	2024 Math % Proficient (Baseline)	2025 Math % Proficient		2026 Math % Proficient	2027 Math % Proficient
All Students	**37 %**	**Goal - 40%**	**Actual - 62.5%**	**43%**	**46%**
		Met Goal? **Y N**		Met Goal? **Y N**	Met Goal? **Y N**
Student Group(s)					
SWE	**0%**	**3%**		**6%**	**9%**
		Met Goal? **Y N**		Met Goal? **Y N**	Met Goal? **Y N**
EL	**0%**	**3%**		**6%**	**9%**
		Met Goal? **Y N**		Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in ELA?					
		Met Goal?		Met Goal?	Met Goal?

		Y N	**Y N**	**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?
Math fluency
Small group instruction
Fluency tracking
High dosage tutoring
Formative assessment/
CIE standard tracking
District Checkpoints
I-Ready (online)

Purchased Resources to Support Priority Goals

Professional Development Offered
Eureka2 district training **Eureka walk throughs** **I-Ready Professional Development**

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

- **Small Group Collaboration**
  - **Small group instruction: Students will be working in small groups with peers, receiving targeted support based on their individual needs. You'll see students more engaged, asking questions, and participating in discussions.**
  - **Peer learning: During small group rotations, students will be teaching and learning from each other, explaining their thought processes and reasoning through problems collaboratively.**
- **Improved Problem-Solving and Reasoning Skills**
  - **Math discourse: Students will be verbalizing their mathematical reasoning during class discussions and small group sessions. You will hear them explaining their answers, reasoning through word problems, and exploring different problem-solving strategies.**
  - **Use of manipulatives and visuals: Students will use math manipulatives (blocks, number lines, fraction strips) and visual aids (charts, graphs) to support their understanding of abstract concepts. They will confidently manipulate these tools to demonstrate their thinking.**
- **Consistent Goal Setting and Reflection using leadership binders**
  - **Setting and achieving goals: You will see students setting personal math goals, such as improving their fluency scores or mastering a specific math concept, and celebrating their progress during regular reflection sessions.**
  - **Self-assessment: Students will increasingly engage in self-assessment, reflecting on their learning process, identifying what worked, and making adjustments to improve their performance.**

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
Analyzing the district checkpoints on math standards and CIE standards checks in grades 2nd & 3rd to see a 3% growth by the end of the 24-25 school year.	The student scores on the district BOY math assessment Kinder: 65% proficient 1st: 70% proficient 2nd: 55% proficient 3rd: 42% proficient	-Small group implementation in grades K-3rd -Goal tracking in leadership binders, K-3 -District checkpoint & CIE Standards Checkpoints growth in	Boy Math Readiness Kdgn- 64.2% Mastery 1st grade - 72.6% mastery 2nd grade - 55.1 % Mastery 3rd Grade - 41.9% Mastery CIE Checkpoints	Continue to implement and respond in daily instruction to CIE standards checks. Focus on math discourse strategies during some PLC	3rd Math 33% to 62% 2nd Math 49% to 73%	During the second semester, each math class will utilize the iReady program and students will work weekly on their My Path to improve	Teachers utilized small group rotation along with Iready to focus on specific math interventions. iReady diagnostic information

In grades K-3rd students will show 3% growth in math fluency.		**grades 2nd and 3rd**				**mathematical skills**	**showed these results…**
			Met Goal? **Y** **N**		Met Goal? **Y** **N**		Met Goal? **Y** **N**

Quarter 1 Reflection –

The teacher used BOY data from the district assessment to drive instruction and create small group lessons and rotations. Teachers will continue to use the district checkpoints throughout the year. While there has been progress in fluency students are still struggling with mathematical reasoning and modeling.

Quarter 2 Reflection –

Third and Second Grade have completed standards pre / post checks each grading period. Teachers utilize the pre results to create small group instructions through the grading period then can see each student's growth when they complete the post at the end of the grading period. All teachers from each grade level participated in Student vs Teacher Talk PD with the goal to plan for 3 intentionally discourse opportunities in each lesson.

Quarter 3 Reflection –

Students will continue to work in iReady on their individualized plan. The program is an effective intervention that hones in on skills specific to the learner's need.

End of year Reflection –

We were happy with the growth shown on the Spring diagnostic, considering we did not start iReady until midway through the school year. The students were motivated by the class charts and celebrations by the teacher. The teachers are very excited about having iReady for the entire school year to track student growth. The standards checks (1-3) gave teachers a great look at the standards to focus on in their small group rotations.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
Analyzing the district checkpoints on math standards in grades 2nd & 3rd to see a 3% growth by the end of the 25-26 school year. In grades K-3rd students will show 3% growth in math fluency.	**The student scores on the district EOY/BOY math assessment Kinder: 55% proficient 1st: 83% proficient 2nd: 73% proficient 3rd: 73% proficient**	**-Small group implementation in grades K-3rd -Goal tracking in leadership binders, K-3 -District checkpoint growth in grades 2nd and 3rd**	**The student scores on the district BOY math assessment Kinder: 55% proficient 1st: 83% proficient 2nd: 73% proficient 3rd: 73% proficient**	**Continue to implement and respond in daily instruction for fluency practice, and topic tickets. Focus on math discourse strategies and the use of the Implementation Support Tool during PLC . District Math Learning Walk**	**Math Learning Walk Results Teachers were implementing strategies practiced from PLC on transition statements during Core Implementation moving from the Launch section to the Learn**	**Analyze District MOY Math Results from K-3rd to show growth in math fluency and on K-3rd standards.**	
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

The teacher used EOY/BOY data from the district assessment (KDGN) Eureka Math Squared Benchmark 3 Assessment (1st-3rd) to drive instruction and create small group lessons and rotations. Teachers will continue to use the district checkpoints throughout the year. While there has been progress in fluency students are still struggling with mathematical reasoning and modeling.

Quarter 2 Reflection –

Teachers utilize the pre results to create small group instructions through the grading period then can see each student's growth when they complete the post at the end of the grading period. All teachers from each grade level are participating in a Professional Development session with the District Math Curriculum Specialist to plan for upcoming units.

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 EOY 2024 to EOY 2027, Chahta-Ima Elementary will increase the percentage of students At or Above Benchmark on the DIBELS assessment in Kindergarten through 3rd Grade from 38% to 60% by implementing targeted literacy interventions, small group instruction, and ongoing progress monitoring.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %		2026 PI/Growth %	2027 PI/Growth %
All Students	51.5%	GOAL - 46%	EOY - 64%	54%	60%
		Met Goal? **Y N**		Met Goal? **Y N**	Met Goal? **Y N**
Student Group(s)					
SWE	37%	44%		51%	58%
		Met Goal? **Y N**		Met Goal? **Y N**	Met Goal? **Y N**
EL	55%	62%		69%	76%
		Met Goal? **Y N**		Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in ELA?					
		Met Goal? **Y N**		Met Goal? **Y N**	Met Goal? **Y N**

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

How are we going to get there?
Interventions/Targeted Support Groups
Daily small groups
Heggerty
High Dosage tutoring
Oral reading fluency and comprehension
Tutoring
Progress Monitoring

Purchased Resources to Support Priority Goals

Professional Development Offered
Amplify Coaching Sessions **Pre-K Scholastic Coaching** **Pre-K District Coaching** **School based curriculum coach** **Summer Institute for Amplify implementation** **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?

- **Improved Reading Fluency**

- **Consistent reading practice: Students will be regularly practicing reading fluency, with increased focus on reading with accuracy, speed, and proper expression. During fluency practice, you will hear students reading aloud confidently, working to read more smoothly with fewer pauses.**
- **Repeated reading strategies: In all grades, students will engage in repeated reading exercises where they practice reading the same passage multiple times to improve speed and comprehension. You will observe them growing more fluent and accurate with each attempt.**

- **Active Participation in Small Group Instruction**
  - **Focused reading groups: Students will be actively participating in small group instruction tailored to their reading level. These groups will focus on specific skills like phonemic awareness, phonics, fluency, or comprehension based on the students' individual needs.**
  - **Engagement in differentiated activities: You will see students working on differentiated reading tasks that align with their DIBELS data, such as practicing letter sounds in one group, reading short passages for fluency in another, or working on comprehension questions with peers.**
- **Ownership of Reading Progress**
  - **Goal setting and reflection: You will see students actively involved in goal setting for their reading progress. They will use data binders to track their own DIBELS results, set personal goals for improvement, and reflect on their growth. This will empower students to take responsibility for their reading development.**
  - **Celebrating achievements: Students will celebrate their reading milestones, such as increasing their fluency scores or moving to a higher reading level, showing pride in their progress and accomplishments.**

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
Kindergarten through 3rd Grade from 38% to 60% as	38% of students are at benchmark	**Student will placed in intervention groups based**	**Students made improvement through intervention**	**Track dibels progress in student binders so**	**MOY Dibel Results**	**Pre-K will start an intervention scheduled for**	**Pre-K had success with an intervention schedule the**

measured by DIBELS	or above benchmark	**on their individual results and following progress monitoring schedule**	**and progress monitoring schedules**	**students take ownership with learning and Dibels growth**	**56% of students are at benchmark or above**	**the second semester.** **MOY Results…. 44% below and well below to decrease to 34%**	**second semester. Pre-K students grew during the second semester. K through 3rd grade adjusted their intervention groups as needed based off progress monitoring.**
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

During the first quarter of the 2024-2025 school year, we made meaningful strides toward achieving our DIBELS goal of increasing the percentage of students At or Above Benchmark from 38% to 65% by Spring 2027. Through a combination of small group instruction, targeted interventions, and ongoing progress monitoring, early indicators of growth are promising.

Quarter 2 Reflection –

The MOY results showed the growth from 38% at BOY to 58% at MOY. Teachers are also tracking and motivating students with tracking their own progress in their academic student binders. Teachers are also progress monitoring to get frequent progress results and adjust small group instruction when needed.

Quarter 3 Reflection –

MOY results provided teachers with data, which was analyzed to better place students in targeted intervention groups. Teachers continued to monitor progress and adjust grouping/instruction.

End of year Reflection –

The EOY Dibels Data……..
K: 46% Above (blue) / 25% At Benchmark (green) / 11% Below (yellow)/ 14 % Well below (red)
1st: 35% Above (blue) / 34% At Benchmark (green) / 14% Below (yellow)/ 17 % Well below (red)
2nd: 35% Above (blue) / 25% At Benchmark (green) / 8% Below (yellow)/ 32 % Well below (red)
3rd: 31% Above (blue) / 24% At Benchmark (green) / 127% Below (yellow)/ 18% Well below (red)

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
Kindergarten through 3rd Grade from 54% to 62% as measured by DIBELS	54% of students are at benchmark or above benchmark	Targeted support groups were strategically created and implemented. Below benchmark students are progress monitored every two weeks, and benchmark and above students	Tracking and analyzing progress monitoring documentation, students are showing growth and gains in their literacy.	Enrichment groups were implemented and some targeted support groups and programs were modified to maximize instruction and student gains.	MOY results, students increased from 54% to 60% proficiency in K-3 as measured by DIBELS 8th.	Targeted support groups and programs were modified to maximize instruction and student gains.	

		progress monitored once a month.					
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

During the first quarter of the 2025-26 school year, we made meaningful strides toward achieving our DIBELS goal of increasing the percentage of students At or Above Benchmark from 54% to 62% by Spring 2027. Through a combination of small group instruction, strategic targeted support groups, ongoing progress monitoring, early indicators of growth are promising.

Quarter 2 Reflection –

The MOY results showed the growth from 54% at BOY to 60% at MOY. Teachers are also tracking and motivating students with tracking their own progress in their academic student binders. Teachers are also progress monitoring to get frequent progress results and adjust small group instruction as needed.

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?

Chahta Ima Elementary's school's yearly targeted support plan.

Chahta Ima's Elementary's school's literacy plan

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:

- **MRA parent survey**
- **Google Forms after PFE events**
- **Monthly PTA Meetings**
- **Newsletter from teachers**
- **Upcoming dates on the Front Office Newline board and Webpage**

2025-26:

- **MRA parent survey**
- **Google Forms after PFE events**
- **Monthly PTA Meetings**
- **Newsletter from teachers**
- **Upcoming dates on the Front Office Newline board and Webpage**

2026-27:

- ***Identify and describe PFE events (at least 3 per year) and activities to support family engagement.***

Note – There should be a reflection for each PFE event in the "Reflections" section at the end of this document.

2024-25:

- **Student Led Conferences**
- **SWE Night**
- **Family Literacy and Math Nights**
- **Dibels and Dinner**

2025-26:

- **Student Led Conferences**
- **SWE Night**
- **Family Literacy and Math Nights**
- **Dibels and Dinner**
- STEAM Night

2026-27:

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

2024-25:

- **Newsletter from teachers**
- **Home Connect Letters**
- **LEAP scores**
- **JPAMS**
- **Weekly test folders with classroom assessments**
- **2025-26:**
- **Newsletter from teachers**
- **Home Connect Letters**

- **LEAP scores**
- **JPAMS**
- **Weekly test folders with classroom assessments**

2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25:

Classroom b

- **Meet and Greet**
- **Open House**
- **School Tours**
- **Visit to the middle school**

2025-26:

- **Meet and Greet**
- **Open House**
- **School Tours-guided by student lighthouse**
- **Walking field tri to the middle school**

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
XX		XX	XX	XX									

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: Student Led Conferences

Date/Time: 10/16/24

Targeted Priority Area: MRA sub-measure of Student Empowerment from 68 to 80 by focusing on student leadership opportunities, goal tracking, and self-directed learning through the implementation of the Leader in Me (LIM) framework

Number of Participants: all 3rd grade students

Summary of Parent Feedback/Exit Tickets/Survey:
The parent feedback emphasized the empowering nature of the student-led conference, noting their child's confidence in presenting their progress and goals. They suggested offering more guidance on setting specific, achievable goals and increasing parental involvement through workshops. Overall, the parents found the conference valuable and appreciated the teacher's continued support in their child's education.

Event Name: SWE / EL Night

Date/Time: 11/7/24

Targeted Priority Area: Parents of SWE / EL students from CIE and BLMS were invited to move through stations to go over learning strategies with SWE students as the learning community. A translator was present to answer and support EL guardians.

Number of Participants: 12 students and parents, 7 Chahta-Ima faculty members

Summary of Parent Feedback/Exit Tickets/Survey:
The parent feedback emphasized that the information on services provided for CIE's Swe and EL populations provide clear and concise information for parents. The flyers provided in English and Spanish were family friendly. The stations described how student services such as

speech, Gifted/talented, also math and ELA scaffolding by resource teachers allowed families to understand by demonstrating the distinct differences between scaffolding, accommodations, and modifications. A translator was provided.

Event Name: Books and Blankets

Date/Time: Wednesday, February 26, 2025

Targeted Priority Area: All students and parents / guardians …….this was an ELA focused event in conjunction with Scholastic Book Fair on campus

Number of Participants: 200 plus

Summary of Parent Feedback/Exit Tickets/Survey: Parents enjoyed the event. They were able to purchase items at the book fair, complete ELA grade level activities, participate with STP librarians and enjoy dinner with their CIE community.

Event Name: Dibels and Dinner

Date/Time: 9/24/24

Targeted Priority Area: We made meaningful strides toward achieving our DIBELS goal of increasing the percentage of students At or Above Benchmark

Number of Participants: 40

Summary of Parent Feedback/Exit Tickets/Survey:
DIBELS and Donuts provided valuable insights into student reading progress and allowed parents to connect with teachers and other parents. However, parents reported a desire to see more information on how they can support their children's reading skills at home, perhaps through additional resources or workshops. Overall, it was a fun and informative experience, and the donuts were a nice touch!

Year 1 Reflections:

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

● ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***
Year 2 Reflections: ● ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*** ● ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***
Year 3 Reflections: ● ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*** ● ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***