

045
2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

Woodlake Elementary



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

COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS

WEAKNESSES

2024-25

STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025,

All Students

According to the Spring 2024 LEAP 2025, third graders scored highest on the English Language Arts assessment index at 96.2.

From Spring 2023 to Spring 2024, third grade LEAP 2025 ELA index increased 1.5 points from 94.7 to 96.2

According to the Spring 2024 LEAP 2025 ELA index, third grade students scored highest on Writing Performance and Written Expression sub strands with 78% scoring strong in each.

According to the Spring 2024 LEAP 2025 Science Index, third graders scored lowest at 75.8.

From Spring 2023 to Spring 2024, third grade LEAP 2025 Science index decreased 3.2 points from 79.0 to 75.8.

From Spring 2023 to Spring 2024, third grade LEAP 2025 math index 7.9 points, from 84.7 to 76.8

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According to the LEAP 2025 Assessment Science Sub strand for the 2023-2024 School Year, third grade students scored highest on the Reason Scientifically sub strand with 51% scoring strong.

From Fall 23 BOY to Spring 2024 EOY, Kindergarten Above Benchmark scores on the DIBELS 8th increased 21%, from 21% to 42%.

From Fall 23 BOY to Spring 2024 EOY, First grade Well Below Benchmark scores on the DIBELS 8th decreased 11%, from 23% to 12%.

From Fall 23 BOY to Spring 2024 EOY, third grade students only increased 1% in DIBELS 8th Above Benchmark scores from 34% to 35%.

From Fall 23 BOY to Spring 2024 EOY, second grade students increased 3% on DIBELS 8th Below Benchmark scores from 11% to 14%.

From Fall 23 BOY to Spring 2024 EOY, first grade students decreased 8% on DIBELS 8th Above Benchmark scores from 34% to 26%.

According to the Spring 2024 LEAP 2025 ELA Index, third grade students scored lowest on the Informational Text sub strand with 58% Strong and 23% Weak.

According to the Spring 2024 LEAP 2025 Math Index, third grade scored the lowest on Additional and Supporting Content strand with a score of 38% Strong.

According to the Spring 2024 LEAP 2025 Math Index, third grade scored the lowest on Products & Quotients /Solve Multiplication and Division Problems sub strand with a score of 35% Strong.

According to the Spring LEAP 2025 Science Index, third grade students scored lowest on the Investigate sub strand with 40% Strong.

From Spring 2023 to Spring 2024, third grade students decreased 11% on the evaluate science sub strand on LEAP 2025.

At-Risk Student Groups

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

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<p>According to the Spring 2024 LEAP 2025 ELA Assessment Index, the third grade white subgroup scored the highest at 102.9.</p> <p>From Spring 2023 to Spring 2024 third grade students Black or African Subgroup increased their science index 11.4 points, from 53.6 to 65.0.</p> <p>According to the Spring 2024 LEAP 2025 Assessment Index, 14 out of 26 third grade SWE students scored Mastery or Advanced.</p> <p>According to the Spring 2024 LEAP 2025 Assessment Index, 33 of the 53 third grade Economically Disadvantaged students scored Mastery or Advanced.</p>	<p>From Spring 2023 to Spring 2024, third grade SWE subgroup students decreased 5 points from 88.8 to 83.8 on LEAP 2025 ELA index.</p> <p>From Spring 2023 to Spring 2024, third grade Hispanic/Latino subgroup students decreased 7.9 points, from 73.1 to 65.2 on the LEAP 2025 ELA index.</p> <p>From Spring 2023 to Spring 2024, third grade English Learners subgroup (6 students) decreased 26.7 points from 26.7 to 0.0 on the LEAP 2025 ELA index.</p> <p>From Spring 2023 to Spring 2024, third grade English Learners subgroup (6 students) decreased 46.7 points from 60.0 to 13.3 on the LEAP 2025 Math index.</p> <p>According to the ELPT Results, 9 out of 20 students increased proficiency levels.</p>
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SCHOOL CULTURE DATA - MRA
 (Discipline data must be included as well as the identified recommendations in the MRA report)
 Woodlake MRA: LINK BELOW
<https://drive.google.com/file/d/152Qi2Uo4-oMftEeKwW5PljM6bopmlrL5/view?usp=sharing>

<p>Supportive Student Environment: Students believe that they are cared about and understood by the people in the school and feel a sense of belonging. 2023-2024 School Belonging 81 (Effective) 2024-2025: School Belonging 82 (Effective) Supportive Student Environment:</p>	<p>Supportive Staff Environment: Teachers believe that their collective actions can positively impact students and help them succeed. 2023-2024 Collective Efficacy 66 (Needs Improvement) 2025: Collective Efficacy: 77 (Satisfactory)</p>
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<p>Students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence. 2023-2024 Student Empowerment +75 (Satisfactory) 2024-2025: Student Empowerment: 81 (Effective)</p>	<p>Supportive Student Environment: Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential. 2023-2024 School Climate 68 (Needs Improvement) 2024-2025 School Climate 84 (Effective)</p>
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2025-26

STUDENT ACHIEVEMENT DATA

All Students

<p>According to the Spring 2025 LEAP 2025, third graders scored highest on the English Language Arts assessment index at 90.9</p> <p>According to the Spring 2025 LEAP 2025 ELA index, third grade students scored highest on Vocabulary sub strands with 70% scoring strong in each.</p> <p>According to the LEAP 2025 Assessment Science Sub strand for the 2024-2025 School Year, third grade students scored highest on the Reason Scientifically sub strand with 51% scoring strong.</p> <p>According to the Spring 2025 LEAP 2025 Math Index, third grade scored the highest on Expressing Mathematical Reasoning strand with a score of 62% Strong.</p> <p>From Fall 24 BOY to Spring 2025 EOY, Kindergarten Above Benchmark scores on the DIBELS 8th increased 28%, from 22% to 50%.</p>	<p>According to the Spring 2025 LEAP 2025 Social Studies Index, third graders scored lowest at 70.1.</p> <p>From Spring 2024 to Spring 2025, third grade LEAP 2025 math index decreased 3.2 points, from 76.8 to 73.6</p> <p>According to the Spring 2025 LEAP 2025 ELA Index, third grade students scored lowest on the Informational Text sub strand with 57% Strong and 28% Weak.</p> <p>According to the Spring 2025 LEAP 2025 Math Index, third grade scored the lowest on Products & Quotients/Solve Multiplication & Division Problems strand with a score of 39% Strong.</p> <p>According to the Spring LEAP 2025 Science Index, third grade students scored lowest on the Investigate sub strand with 4% Strong.</p>
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<p>From Fall 24 BOY to Spring 2025 EOY, First grade Well Below Benchmark scores on the DIBELS 8th decreased 9%, from 15% to 6%.</p> <p>From Fall 25 BOY to Spring 2026 EOY, Second grade Above Benchmark scores on the DIBELS 8th assessment increased from 23% to 47%.</p> <p>From Fall 24 BOY to Spring 2025 EOY, Third grade Above Benchmark scores on the DIBELS 8th assessment increased from 38% to 50%.</p>	
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At-Risk Student Groups

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

<p>According to the Spring 2025 LEAP 2025 ELA Assessment Index, the third grade two or more races subgroup scored the highest at 108.6.</p> <p>From Spring 2024 to Spring 2025 third grade students Black or African Subgroup remained the same science index at 65 points.</p> <p>According to the Spring 2025 LEAP 2025 Assessment Index, 12 out of 28 third grade SWE students scored Mastery or Advanced in Mathematics.</p> <p>According to the Spring 2025 LEAP 2025 Assessment Index, 16 of the 32 third grade Economically Disadvantaged students scored Mastery or Advanced in ELA.</p>	<p>From Spring 2024 to Spring 2025 third grade students Black or African Subgroup decreased their ELA Assessment index by subject from 87.5 to 80.</p> <p>From Spring 2024 to Spring 2025, third grade SWE subgroup students decreased 12 points from 83.8 to 71.8 on LEAP 2025 ELA index.</p> <p>From Spring 2024 to Spring 2025, third grade Hispanic/Latino subgroup students decreased 5.2 points, from 65.2 to 60 on the LEAP 2025 ELA index.</p>
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SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
https://drive.google.com/file/d/1lgjak6xxB28WHptUzyl-b2ZuDbgWtECM/view?usp=drive_link	
2026-27	
STUDENT ACHIEVEMENT DATA	
All Students	
At-Risk Student Groups (SWE, ESL, and the lowest performing 25% in ELA and math data <u>must</u> be included as well as any other potential labeled student group)	
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	

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

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

School Improvement Focus Area

(Examples - engaging students in thinking and problem solving, document-based questioning, or non-fiction writing across the content areas)

Leadership Goal

(Include the one descriptor from one indicator on the Louisiana Leader rubric identified during the Beginning-of-the Year conference)

2024-25

Use the data of student assessment (DIBELS, LEAP 2025, ELPT, District Assessments and Science and Math Checkpoints) and classroom work to drive instructional decisions.

Use nonfiction text, writing and document based, higher-order questioning across content areas to improve student successes.

Increase instructional/academic vocabulary through use of accountable talk and subject specific discourse

By the end of the year the principal will create and implement a plan to support the Leader in Me framework and CHAMPS expectations which ensures a positive learning environment and setting expectations for learning for all students and incorporates problem-solving skills to help manage behavioral challenges.

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2025-26	
<p>Locate and Use Text Evidence to Support an Argument</p> <p>Increase Oral Reading Fluency</p> <p>Engaging in Thinking and Problem Solving to Solve Word Problems</p> <p>Improve Daily Attendance</p>	<p>By the end of the year the principal will provide opportunities and develop teacher skills in using assessment data to adjust instruction, use HQIM and assessments to appropriately identify the instructional changes within a lesson and provide effective feedback and support throughout the year.</p>
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
9/4/24	<p>The areas of needs/support through PLC.</p> <p>Overview of beginning of the year data, grouping of students,</p>	PLC snapshot/Teacher Observations	PLC

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	<p>schedule of interventions, High Dose Tutoring, IEPs, common assessments.</p> <p>Planning for PLCs on above information.</p>		
<p>10/9/24</p>	<p>The areas of needs/support from learning walks DATA.</p> <p>The current status of PLC and steps towards our yearly school goals.</p> <p>Plan to have the Science and Social Studies curriculum specialist to present content area professional development to teachers.</p> <p>EL Student needs identified at each progress level. P-1 Sight Words, P-2-3 Vocabulary and Dictation.</p> <p>Begin use of Chromebook for ELPT and checkpoints.</p> <p>Interventionist and teachers regrouping based on progress monitoring data.</p> <p>SWE focuses on IEP goals matching standards, utilizing time and resources to address IEP goals.</p> <p>Planning for PLCs on above information.</p>	<p>Teacher Observations Compass/ Class DATA Walkthrough DATA</p>	<p>PLC</p>

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	Discussion of TAT/SBLC data.		

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, __Woodlake Elementary__ School will increase the SPS from _87.5_ to _92_ through a focus on ____ (use school improvement focus area listed above).

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
87.5	+1.5 87.3	+1.5	+1
	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS

Assessment Index (AI)

- What is your current AI in -
 - ELA 96.2
 - Math 76.8
 - Science 75.8
 - Social Studies Not Tested
 - Overall 82.9
- Where are there opportunities for growth: Math, Science

Progress Index (PI)

- What is your current PI in – 73
 - ELA
 - Math
 - Overall
- Where are there opportunities for growth? ELA and Math

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2025-26 Components of SPS

Achieve Index (AI)

- What is your current AI in –
 - ELA 90.9
 - Math 82.3
 - Science 72.4
 - Social Studies 70.1
 - Overall 81.5

Where are there opportunities for growth? ELA, Science, Social Studies

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? ELA, Science, Social Studies

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 Goal Support
- Priority Goal #2 (Academics) - ELA Proficiency
- Priority Goal #3 (Academics) - Math Student Growth

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Woodlake Elementary School will increase the MRA sub-measure student goal support (example - student goals) from 68 to 80 through a focus on analysis of student work to set and monitor individual student goals.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
68	71	73	75	79	80	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there? Through professional development and Adult and Student Lighthouse meetings.

Purchased Resources to Support Priority Goals

Professional Development Offered
Professional Development on SMART goal setting.

Short Term Wins (STW) (LEAD measures)

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

- Teachers and students review LEAP assessments together and can both verbalize how to interpret results.
- Teachers have implemented and are actively using LIM binders to set individual learning goals with students in ongoing conferencing.
- Students can verbalize goals, progress they are making towards goal (target line), and actions they are taking toward goals.
- Goals for Progress Monitoring are set for students utilizing checkpoints and other assessments.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
100% of classrooms have evidence of LIM portfolios and evidence of goal settings.	Walk-throughs beginning in September to look for evidence of use, including the beginning stages of goal setting.	Teachers began working on setting goals.	Students and teachers began working on goals to potentially add to LIM portfolios.	Students participated in suggesting ways to set goals.	Students were able to discuss goals when asked.	Students and teachers notice how setting goals has created an impact on learning.	EOY DIBELS and EOY Math scores increased.
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

From Fall 2024 to Fall 2027, Woodlake Elementary School will increase the MRA sub-measure student goal support (example - student goals) from 68 to 80 through a focus on analysis of student work to set and monitor individual student goals.

Woodlake Elementary has demonstrated significant progress in its commitment to student development, particularly through its focus on the analysis of student work to set, monitor, and achieve individual student goals. This intentional strategy will directly contribute to the increase of the school’s MRA score, showcasing the school’s dedication to fostering both academic and personal growth of the students.

A key driver in this growth has been the implementation and ongoing evolution of the Leader in Me framework. The Lighthouse Leadership Team meets regularly to discuss the successes and next steps of this journey, ensuring that the leadership development is not only a school initiative but a

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school-wide culture. Celebrating students monthly through the Student of the Month program, Woodlake honors those students who exemplify strong leadership traits, reinforcing the belief that everyone can be a leader.

Students are increasingly embracing the paradigms of Leader in Me. Morning meeting lessons, now integrated and easily accessible via Google Classroom, offer consistent reinforcement of leadership habits and personal responsibility. Student engagement is also on the rise, particularly in school-wide roles such as cafeteria patrol, safety patrol, and maintaining school displays and signage, all of which reflect the Leader in Me habits and expectations.

The culture shift is evident in the feedback gathered during monthly leadership team meetings. Teachers have shared that the program is being embraced more widely, with students showing visible growth in behavior and self-management. Notably, discipline issues-particularly minor, nitpicky infractions-have decreased, suggesting a more self-regulated and positive school environment.

The structural organization of school committees and action teams has also enhanced the implementation of Leader in Me. Teachers are developing personal mission statements and WIGs, serving as models for students who are now encouraged to create their own. This modeling empowers students to take ownership of their learning and leadership development.

Looking ahead, the school plans to deepen its integration of Leader in Me by incorporating more components into monthly PLCs and maintain regular check-ins to ensure staff have the support they need. Through collective commitment and intentional strategies, Woodlake Elementary continues to strengthen its foundation for student success academically, behaviorally, and as leaders of their own lives.

Quarter 2 Reflection –

From Fall 2024 to Fall 2027, Woodlake Elementary School will increase the MRA sub-measure student goal support (example - student goals) from 68 to 80 through a focus on analysis of student work to set and monitor individual student goals.

During the second quarter, Woodlake Elementary has continued to make meaningful strides in its Leader in Me journey, with a clear focus on strengthening student support and leadership. This commitment is hoped to be reflected in an increase in the MRA score for student goal support, showcasing the impact of consistent practices and intentional growth strategies.

A significant focus this quarter has been the discussion of student leadership portfolios, which will allow students to track personal growth, goals, and leadership achievements. The Lighthouse Team has curated a robust collection of resources to support the initiative and is in the process of finalizing a school-wide plan for implementation. As a part of this process, the team discussed having teachers create their own leadership binders, modeling the reflective and goal-setting practices students will adopt.

Students have remained actively engaged in daily morning meeting lessons centered around the *7 Habits of Highly Effective Students*. These lessons continue to be integrated throughout the day, and there is a noticeable shift as students begin to take ownership of the lessons, promoting deeper understanding and application of leadership principles.

Woodlake continues to celebrate and recognize student leaders through the monthly Student of the Month celebrations, highlighting one habit each month and honoring those who exemplify the chosen trait. Additionally, the school has established a new platform to spotlight students who go above and beyond in make a positive impact on the school community.

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Quarter 3 Reflection –

From Fall 2024 to Fall 2027, Woodlake Elementary School will increase the MRA sub-measure student goal support (example - student goals) from 68 to 80 through a focus on analysis of student work to set and monitor individual student goals.

Another exciting development is the formation of the Student Lighthouse Advisory Board. This board provides a structured opportunity for students to express concerns, share ideas, and collaborate with teachers on initiatives that support the entire student body. These meetings foster a culture of empowerment and ensure student voice remains central to the school's leadership journey.

Looking ahead, Woodlake plans to expand leadership opportunities through the introduction of leadership clubs. Ongoing professional learning for teachers

End of year Reflection –

From Fall 2024 to Fall 2027, Woodlake Elementary School will increase the MRA sub-measure student goal support (example - student goals) from 68 to 80 through a focus on analysis of student work to set and monitor individual student goals.

As the school year comes to a close, Woodlake Elementary proudly reflects on its continued growth and success in implementing the Leader in Me framework. The results from this year's Measurable Results Assessment provide a powerful snapshot of the school's progress and the collective efforts of students, staff, and families. Woodlake achieved an overall MRA score of 79, a strong indicator of the positive culture, leadership and academic focus cultivated throughout the year.

Leadership Domain: Score: 89

The leadership section reflects the heart of the Leader in Me framework-empowering individuals at all levels. Woodlake scored an **80 in student leadership**, affirming that students are actively engaging in leadership roles and applying the 7 Habits in meaningful ways. From Student of the Month celebrations to increased student participation in school jobs and the newly formed Student Lighthouse Advisory Board, students are stepping confidently into leadership.

Staff leadership scored an 81, highlighting the dedication of the faculty to model leadership practices, develop mission statements and WIGS, and actively support the Leader in Me initiatives. The **family and community engagement score of 79** shows solid involvement, with room to grow as the school continues to foster deeper partnerships with families and local stakeholders.

Culture Domain: Score-81

Woodlake's school culture has become a clear strength, reflected in the Culture domain score of 81. The **supportive student environment** earned a high score of 82, demonstrating a positive, respectful, and inclusive atmosphere where students feel safe and valued. The **supportive staff environment** score of 80 also reflects strong collaboration, morale and shared ownership of school goals. The ongoing work of the leadership team, implementation of leadership clubs, and regular morning meetings have contributed to a thriving and connected school culture.

Academics Domain: Score-78

In the **Academics** section, Woodlake scored a 78, showing steady progress in aligning academic practices with leadership principles. Teachers scored a 79 in **empowerment**, showing their commitment to using student data, setting goals, and integrating leadership into instruction. **Empowered**

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learners scored 80, demonstrating that students are taking increasing ownership of their learning through goal setting, data tracking, and leadership portfolios.

Goal achievement, while the lowest sub-score at 76, remains an area of focus as the school continues to refine strategies for setting and reaching both academic and personal goals.

Woodlake’s end-of-year MRA results reflect a school community that is thriving through intentional leadership development, a strong cultural foundation, and a focus on student achievement. As the school moves into the next year, areas of continued growth will include deeper family engagement, continued support for goal achievement, and further development of student leadership portfolios and clubs.

Woodlake is well-positioned to build on this momentum, thanks to the commitment of its students, staff, and families to the belief that **everyone is a leader**.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
100% of classrooms have evidence of LIM portfolios and evidence of goal settings.	Walk-throughs beginning in September to look for evidence of use, including the beginning stages of goal setting.	With the help of our interventionist, WLE was able to create a leadership portfolio for all students at Woodlake Elementary. The Student Lighthouse Team has been established.	Students and teachers are working toward the implementation of Action Teams. The student Lighthouse Team has been created. The student action teams have also been created and the students and faculty are showing great interest of becoming a Lighthouse School.	The student Lighthouse team is up and running. The students are excited to be a part of the team and working hard to build the LIM at Woodlake Elementary.	Students action teams along with the Student Lighthouse Team are in full force and the students are enjoying every minute.		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

From Fall 2024 to Fall 2027, Woodlake Elementary School will increase the MRA sub-measure student goal support (example - student goals) from 68 to 80 through a focus on analysis of student work to set and monitor individual student goals.

As the school year begins, Woodlake Elementary proudly reflects on its continued growth and success in implementing the Leader in Me framework. The results from this year's Measurable Results Assessment provide a powerful snapshot of the school's progress and the collective efforts of students, staff, and families. Woodlake achieved an overall MRA score of 79, a strong indicator of the positive culture, leadership and academic focus cultivated throughout the 2024-2025 year.

Leadership Domain: Score: 89

The leadership section reflects the heart of the Leader in Me framework-empowering individuals at all levels. Woodlake scored an **80 in student leadership**, affirming that students are actively engaging in leadership roles and applying the 7 Habits in meaningful ways. From Student of the Month celebrations to increased student participation in school jobs and the newly formed Student Lighthouse Advisory Board, students are stepping confidently into leadership.

Staff leadership scored an 81, highlighting the dedication of the faculty to model leadership practices, develop mission statements and WIGS, and actively support the Leader in Me initiatives. The **family and community engagement score of 79** shows solid involvement, with room to grow as the school continues to foster deeper partnerships with families and local stakeholders.

Culture Domain: Score-81

Woodlake's school culture has become a clear strength, reflected in the Culture domain score of 81. The **supportive student environment** earned a high score of 82, demonstrating a positive, respectful, and inclusive atmosphere where students feel safe and valued. The **supportive staff environment** score of 80 also reflects strong collaboration, morale and shared ownership of school goals. The ongoing work of the leadership team, implementation of leadership clubs, and regular morning meetings have contributed to a thriving and connected school culture.

Academics Domain: Score-78

In the **Academics** section, Woodlake scored a 78, showing steady progress in aligning academic practices with leadership principles. Teachers scored a 79 in **empowerment**, showing their commitment to using student data, setting goals, and integrating leadership into instruction. **Empowered learners** scored 80, demonstrating that students are taking increasing ownership of their learning through goal setting, data tracking, and leadership portfolios.

Goal achievement, while the lowest sub-score at 76, remains an area of focus as the school continues to refine strategies for setting and reaching both academic and personal goals.

Woodlake's MRA results reflect a school community that is thriving through intentional leadership development, a strong cultural foundation, and a focus on student achievement. As the school moves into the next year, areas of continued growth will include deeper family engagement, continued support for goal achievement, and further development of student leadership portfolios and clubs.

Woodlake is well-positioned to build at this momentum, thanks to the commitment of its students, staff, and families to the belief that **everyone is a leader**.

Quarter 2 Reflection –

During the second nine weeks, students learned about leadership and began applying for school leadership roles. Applications were distributed, and rosters were finalized for leadership positions: Shine Squad, Book Buddies, Breakfast Patrol, Habit Hunters, Flag Patrol, Community Collections, WIG Trackers, Pelican Pals, Pelican Patrol, and Library Leaders. Parent letters were sent home to inform families of their child’s leadership role and responsibilities.

Leadership Skills Taught:

- Teacher-directed lessons this quarter focused on helping students develop essential leadership skills through the Leader in Me program. Students explored what matters most in their lives and created personal mission statements, learning how to live by those statements each day. They practiced prioritizing by identifying their “Big Rocks” and planning weekly to stay organized. In addition, students learned strategies for setting and achieving goals, applying these skills to accomplish their own personal objectives. These lessons provided a strong foundation for students to lead themselves and others with purpose, responsibility, and confidence.

Adult Lighthouse Team:

- Meeting held on October 13, 2025 to review leadership processes and student applications.
- Team Leader meeting on October 16th to finalize rosters and responsibilities.

Student Lighthouse Activities:

- Leadership expectations were introduced.
- Students participated in community projects such as the Toy Drive and created posters to promote school-wide initiatives.

This quarter focused on empowering students to lead themselves through goal setting, organization, and personal mission statements, while also providing opportunities to lead others through meaningful school roles.

Quarter 3 Reflection –

End of year Reflection –

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

Quarter 1 Reflection –

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Quarter 2 Reflection –

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Quarter 3 Reflection –

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End of year Reflection –

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Priority Area #2 Goal

From Fall 2024 to Fall 2027, Woodlake will increase the percent proficiency on DIBELS from 59% to 68% through a focus on foundational reading skills.

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	2024 ELA % Proficient (Baseline)	2025 ELA % Proficient	2026 ELA % Proficient	2027 ELA % Proficient
All Students	59 – DIBELS	62 – DIBELS 84% Proficient EOY	65 – DIBELS	68 - DIBELS
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	58%	61% 69% EOY	64%	67%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	31%	34% 59% EOY	37%	40%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	25% 99 students	28% 43.4% EOY Of the 99 students 43 made proficient	31%	34%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?	Math not a part of this priority goal.			
		Met Goal?	Met Goal?	Met Goal?

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		Y N	Y N	Y N
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Quarter 1 Reflection –

From Fall 2024 to Fall 2027, Woodlake will increase the percent proficiency on DIBELS from 59% to 68% through a focus on foundational reading skills. The data collected was as follows:

- At the beginning of the academic year, 109 kindergarten students were assessed using the DIBELS benchmark assessment. Results indicated that 23% of students scored above benchmark, 11% scored at benchmark, 27% scored below benchmark, and 39% scored well below benchmark. These results highlight that a significant portion of incoming kindergarten students began the year with foundational gaps, as 66% were performing below or well below benchmark. This data underscores the importance of early literacy interventions, differentiated instruction, and targeted support to build critical pre-reading and language skills. The low percentage of students scoring at or above benchmark (34%) reinforces the need for intentional and structured early literacy instruction. Moving forward, classroom instruction will prioritize phonemic awareness, letter recognition, and oral language development, supported by regular progress monitoring and data-driven instructional adjustments to ensure all students are supported in reaching grade-level expectations.
- At the beginning of the academic year, 98 first-grade students were assessed using the DIBELS benchmark assessment. Results showed that 19% of students scored above benchmark, 50% scored at benchmark, 16% score below benchmark and 14% scored well below benchmark. These results indicated that while the majority of students (69%) entered first grade performing at or above benchmark, a notable percentage (30%) were identified as needing additional support, with 14% scoring well below benchmark. This data suggests that while many students have foundational skills in place, there remains a significant group requiring targeted intervention to close early literacy gaps. Instructional planning will focus on maintaining at extending skills of those already at or above benchmark while implementing strategic supports for students performing below expectations. Through small-group instruction, progress monitoring and evidence-based interventions, the goal is to ensure all students are provided the opportunity to meet or exceed grade-level literacy benchmarks by the end of the year.
- At the beginning of the academic year, 99 second-grade students were assessed using the DIBELS benchmark assessment. The results indicated that 23% of students scored above benchmark, 37% scored at benchmark, 18% scored below benchmark, and 21% scored well below benchmark. This data reveals 60% of students entered second grade performing at or above benchmark, while 39% were identified as below or well below benchmark. The significant number of students not yet meeting grade-level expectations underscores the need for focused instruction and timely interventions to address skill gaps, particularly in fluency and foundational reading skills. To support student growth, instructional plans will emphasize differentiated instruction, small-group interventions, and regular progress monitoring. These efforts will aim to accelerate learning for students performing below benchmark, while continuing to challenge and advance those already meeting or exceeding expectations. With consistent support and strategic teaching all students can be positioned for greater success as the year progresses.

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- At the beginning of the academic year, 107 third grade students were assessed using the DIBELS benchmark assessment. Results showed that 38% of students scored above benchmark, 35% of students scored at benchmark, 18% scored below benchmark, and 9% scored well below benchmark. This data indicates that 73% of students began the year meeting or exceeding grade-level expectations, which is a strong starting point for third grade. However, 27% of students were identified as needing additional support, with 9% performing well below benchmark-highlighting the importance of continued focus on literacy development, particularly in fluency and comprehension. Moving forward, instructional efforts will prioritize maintaining growth for students already on track while providing targeted, data driven interventions for those below benchmark. Through differentiated instruction, progress monitoring, and intentional skill development, third-grade students will be supported in reaching and exceeding their literacy goals throughout the school year.

As a summary, at the beginning of the academic year, DIBELS benchmark assessments were administered across kindergarten through third grade, with a total of 413 students assessed. The results provided valuable insight into students' foundational literacy skills at the start of the year and highlighted both areas of strength and areas in need of targeted support. Across all grade levels 103 students (25%) scored above benchmark, 129 students (31%) scored at benchmark, 78 students (19%) scored below benchmark, and 83 students (20%) scored well below benchmark. While nearly 56% of students began the year at or above benchmark, a substantial 39% were identified as performing below or well below benchmark indicating a critical need for early intervention and focused instructional strategies.

These beginning of the year results emphasized the importance of delivering high-quality, differentiated instruction tailored to student needs. The data collected will be used to inform instructional planning, guide small-group interventions, and support ongoing progress monitoring. By addressing identified gaps early and building on existing strengths, teachers can ensure that our students are on a path toward literacy growth and long-term academic success.

Collaboration through our PLC meetings, data-driven practices, and consistent support will be key in helping our students reach grade-level expectations and standards by the end of the year.

Quarter 2 Reflection –

From Fall 2024 to Fall 2027, Woodlake will increase the percent proficiency on DIBELS from 59% to 68% through a focus on foundational reading skills. The data collected was as follows:

- At the middle of the academic year, 111 kindergarten students were assessed using the DIBELS benchmark assessment. Results showed that 56% of students scored above benchmark, 23% scored at benchmark, 8% scored below benchmark, and 13% scored well below benchmark. These results reflect significant growth when compared to the beginning-of-year assessment, where 109 students were assessed and only 23% scored above benchmark, 11% at benchmark, 27% below benchmark, and 39% below benchmark. The percentage of students performing at or above benchmark increased from 34% to 79% a gain of 45 percentage points. At the same time, the number of students

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below or well below benchmark decreased from 66% to 21% indicating meaningful progress in foundational literacy skills across the kindergarten cohort. This growth highlights the effectiveness of early instruction, targeted interventions, and strategic literacy instruction focused on phonemic awareness, letter recognition, and early decoding skills. Moving forward, continued emphasis on differentiated instruction and regular progress monitoring will be essential to ensure students, especially those still performing below benchmark, are supported in reaching end-of-year goals and are prepared for continued success.

- At the middle of the academic year, 98 first graders were assessed using the DIBELS benchmark assessment. Results showed that 23% of students scored above benchmark, 51% scored at benchmark, 13% scored below benchmark, and 12% scored well below benchmark. When compared to the beginning of the year-where 19% of students scored above benchmark, 50% at benchmark, 16% below benchmark, and 14% well below benchmark-there is evidence of steady progress in early literacy development. The percentage of students performing at or above benchmark increased slightly from 69% to 74%, showing growth in the number of students meeting grade level expectations. Additionally, the percentage of students below or well below benchmark decreased from 30% to 25%, reflecting the positive impact of targeted instruction and interventions implemented during the first half of the year. While the gains are modest, they indicate forward movement and the importance of continuing differentiated instruction, small group supports, and frequent progress monitoring. As we move toward the end of the year, a focused effort will be made to accelerate growth of students performing below expectations while reinforcing and expanding skills for students at and above benchmark to ensure all learners are on track for success.
- At the middle of the academic year, 99 second-grade students were assessed using the DIBELS benchmark assessment. Results indicated that 33% of students scored above benchmark, 33% scored benchmark, 15% scored below benchmark, and 18% scored well below benchmark. These results are compared to the beginning-of-year assessment, where 23% of students scored above benchmark, 37% at benchmark, 18% below benchmark and 21% well below benchmark. The percentage of student performing at or above benchmark increased from 60% to 66%, showing a 6-point improvement in the number of students meeting grade-level expectations. Meanwhile, the percentage of students scoring below benchmark decreased slightly from 18% to 15%. The percentage of students scoring well below benchmark also improved modestly, dropping from 21% to 18%. While these gains are incremental, they represent positive movement in student performance and suggest that instructional strategies and interventions are beginning to yield results. Continued emphasis on differentiated instruction, focused support for struggling readers, and consistent progress monitoring will be critical to accelerating growth for students below benchmark. With targeted efforts in the second half of the year, there is a strong potential to further close learning gaps and support all students in reaching end-of-year literacy goals.
- At the middle of the academic year, 107 third-grade students were assessed using the DIBELS benchmark assessment. Results showed that 38% of students scored above benchmark, 41% scored at benchmark, 9% scored below benchmark, and 11% scored well below benchmark. When compared to the beginning-of-year assessment- where 38% scored above benchmark, 35% at benchmark, 185 below benchmark, and 9% well below benchmark-there are both areas of growth and areas requiring attention. The percent of students at or above benchmark increased from 73% to 79%, reflecting progress in overall grade-level proficiency. The students scoring below benchmark improved from 18% to 9%, which is a notable gain. However, the percentage of students in the well below benchmark category increased from 9% to 11%,

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highlighting a group of students who may need more intensive and individualized intervention. Overall, the data shows continued positive momentum in student achievement, particularly with the reduction in students scoring just below benchmark. Instructional plans moving forward will aim to sustain growth for students at or above grade level while providing strategic, targeted support for those in the well below benchmark category. With focused instruction and ongoing progress monitoring, third-grade students are on track for continued growth and success by the end of the year.

As a summary, at the middle of the academic year, a total of 415 students across kindergarten through third grade were assessed using the DIBELS benchmark assessment. The results demonstrate encouraging growth in early literacy skills compared to the beginning of the year data and provide instructional impact and areas requiring continued focus. Across all grade levels 158 students (38%) scored above benchmark, 154 students (37%) scored at benchmark, 45 students (11%) scored below benchmark, and 58 students (14%) scored well below benchmark. At the beginning of the year, 413 students were assessed, with only 25% scoring above benchmark and 31% at benchmark. At that time 39% of students scored below or well below benchmark. By the middle of the year, the combined percentage of students scoring at or above benchmark increased slightly to 75%, while those below or well below decreased to 25%.

The data reflects strong overall progress in foundational literacy skills across all grade levels, particularly in kindergarten and third grade, where notable gains were observed. These improvements are a direct result of focused instruction, effective use of progress monitoring, and the implementation of targeted interventions based on student needs.

Collaboration through our PLC meetings, data-driven practices, and consistent support will be key in helping our students reach grade-level expectations and standards by the end of the year.

Quarter 3 Reflection –

From Fall 2024 to Fall 2027, Woodlake will increase the percent proficiency on DIBELS from 59% to 68% through a focus on foundational reading skills.

Although the students will not be assessed until the end-of-year assessments, data is continuing to be monitored through continual progress monitoring.

Collaboration through our PLC meetings, data-driven practices, and consistent support will be key in helping our students reach grade-level expectations and standards by the end of the year.

While the reduction of students scoring below benchmark is encouraging in the presence of 14% students still performing well below benchmark signals the need for sustained and intensified intervention efforts. Continued collaboration among teachers, interventionist, and support staff will be essential to ensure these students receive the resources and instructions necessary to close learning gaps.

Looking ahead, instructional priorities will include maintaining momentum for students meeting or exceeding expectations while accelerating growth for those still working towards proficiency. With consistent, data-driven support, all students can continue progressing towards the end-of-year literacy goals and long-term academic success.

End of year Reflection –

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From Fall 2024 to Fall 2027, Woodlake will increase the percent proficiency on DIBELS from 59% to 68% through a focus on foundational reading skills. The data collected was as follows:

- At the end of the academic year, 112 kindergarten students were assessed, with 50% scoring above benchmark, 37% scoring at benchmark, 4% scoring below benchmark, and 9% scoring well below benchmark. This marks significant growth when compared to the beginning of the year assessment, in which 109 students were assessed, and only 23% scored above benchmark, 11% scored at benchmark, 27% scored below benchmark, and 39% scored well below benchmark. The data for kindergarten illustrates remarkable progress in student achievement over the course of the year. The combined percentage of students meeting or exceeding benchmark expectations increased from 34% at the beginning of the year to 87% by year's end. Meanwhile the percentage of students scoring below or well below benchmark decreased from 66% to 13%. This growth reflects the effectiveness of targeted instruction, early interventions, and strong focus on foundational literacy skills. Continued effort to support all learners-especially those still performing below grade level-will be essential in maintaining and building on this progress in future academic years.
- At the end of the academic year, 101 first graders were assessed, with 54% scoring above benchmark, 32% scoring at benchmark, 8% scoring below benchmark, and 6% scoring well below benchmark. This represents a significant improvement from the beginning of the year assessment, in which 98 students were assessed, and only 19% scored above benchmark, 50% scored at benchmark, 16% score below benchmark, and 14% scored well below benchmark. The end of the year data reflects strong academic growth across the first grad cohort. The percentage of students performing at or above benchmark increased from 69% to 86%, while those scoring below or well below benchmark decreased from 30% to 14%. These gains highlight the impact of intentional instruction, consistent progress monitoring, and the implementation of targeted interventions throughout the year. Moving forward, continued emphasis on differentiated instruction and early identification of learning needs will be key to supporting all students in reaching their full academic potential. The progress demonstrated this year provides for continued success in the second grade and beyond.
- At the end of the academic year, 99 second-grade students were assessed, with 46% scoring above benchmark, 30% scoring benchmark, 10% scoring below benchmark, and 13% scoring well below benchmark. This reflects notable progress when compared to the beginning of the year data which shows 23% of students scoring above benchmark, 37% scoring at benchmark, 18% below benchmark, and 21% well below benchmark. The percentage of students meeting or exceeding expectations increased significantly from 60% at the beginning of year to 76% by year's end. Additionally, the percentage of students performing below or well below benchmark decreased from 39% to 23%. This improvement underscores the effectiveness of targeted instruction, strategic interventions, and ongoing data-driven decision-making throughout the year. While positive growth is evident, continued focus on supporting the remaining students below grade level will be essential. With sustained instructional support and early interventions practices, we can further strengthen student outcomes and ensure readiness for continued success in third grade.
- At the end of the academic year, 110 third grade students were assessed, with 50% scoring above benchmark, 30% at benchmark, 11% below benchmark, and 9% well below benchmark. Compared to the beginning of the year, when 38% of students scored above benchmark, 35% scored at benchmark, 18% scored below benchmark, and 9% well below benchmark, these results demonstrate meaningful academic

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growth. The combined percentage of students meeting or exceeding benchmark increased from 73% to 80%, while the percentage of students below benchmark decreased from 18% to 11%. The percentage of students well below remained consistent at 9%, indicating a need for continued focus on intensive interventions for this group. Overall, the data reflects solid progress in student achievement over the course of the year, with a notable increase in students performing above benchmark. Continued implementation of differentiated instruction and targeted support will be critical in maintaining this growth and addressing the persistent need of students performing below expectations as they transition to the fourth grade.

Throughout the academic year, 413 students in kindergarten through third were assessed using the DIBELS benchmark assessment at both the beginning and end of the year. The comparison of these results demonstrates substantial literacy growth and highlights the impact of focused instruction, targeted interventions and consistent progress monitoring.

- The percentage of students performing **at or above benchmark** increased from **59%** at the beginning of the year to **84%** by the end of the year – a **25-point gain**.
- The percentage of students performing **below or well below benchmark** decreased from **41%** to **17%**, reflecting a **24-point reduction** in students requiring intensive or strategic support.

The data clearly illustrates a significant shift in student performance, with more than half of all students achieving above benchmark by the end of the year and fewer than one in five students falling below expected proficiency. This growth is a testament to the dedication of teachers, the effectiveness of early literacy instruction, and the strategic use of data to guide teaching and interventions.

Moving forward to next year, the focus will remain on closing the gaps for students still in need of support, while continuing to challenge and extend learning for students already meeting or exceeding benchmarks. This year’s progress lays a strong foundation for continued success in the coming academic year.

2025-26							
Goal and Data Used	Baseline	1st Quarter STW	Results	2nd Quarter STW	Results	3rd Quarter STW	Results
65% DIBELS Data	64%	We are 1% away from goal of 65%	Overall School Performance: 31% At Benchmark 33% Above Benchmark	We have reached goal of 68%	Overall School Performance: 36% At Benchmark	Students are making gains in small group targeted support daily.	

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			64%		32% Above Benchmark		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Woodlake Elementary continues its commitment to improving literacy outcomes through a focused approach to foundational reading skills. Our long-term goal is to increase overall proficiency on the DIBELS assessment from 59% in Fall 2024 to 68% by Fall 2027. The beginning-of-year (BOY) data for Fall 2025 provides valuable insight into our students’ current performance and the areas of focus needed to move closer to that goal. A total of 411 students were assessed on the DIBELS benchmark for reading fluency and foundational skills.

Overall Schoolwide Results

- Well Below Benchmark: 21%
- Below Benchmark: 15%
- At Benchmark: 31%
- Above Benchmark: 33%

With 64% of students performing at or above benchmark, Woodlake Elementary begins the 2025-2026 school year already approaching the 2027 target of 68% proficiency. This strong start reflects the ongoing impact of our literacy initiatives, but it also highlights the continued need for targeted interventions, especially for students performing below benchmark.

Kindergarten:

- Well Below Benchmark: 41%
- Below Benchmark: 22%
- At Benchmark: 18%
- Above Benchmark: 19%

As expected for the beginning of kindergarten, many students are still developing early literacy skills. With 37% at or above benchmark, instruction this quarter will focus on phonemic awareness, letter sound correspondence, and print concepts to strengthen foundational reading readiness and set the stage for rapid growth through the year.

First Grade:

- Well Below Benchmark: 19%
- Below Benchmark: 165
- At Benchmark: 35%

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- Above Benchmark: 30%

First-grade students are showing a solid start, with two-thirds performing at or above benchmark. This indicates a strong transition from kindergarten and effective retention of foundational skills. Continued focus on phonics, decoding, and fluency practice will help ensure that all students reach grade-level expectations by year's end.

Second Grade:

- Well Below Benchmark: 16%
- Below Benchmark: 11%
- At Benchmark: 35%
- Above Benchmark: 38%

Second grade began the year with a strong literacy foundation -73% of students at or above benchmark. Instruction will focus on vocabulary development and reading comprehension strategies to deepen understanding and ensure continued progress toward mastery of grade-level standards.

Third Grade:

- Well Below Benchmark: 14%
- Below Benchmark: 13%
- At Benchmark: 31%
- Above Benchmark: 42%

Third grade continues to build on prior year gains, with 73% of students at or above benchmark. These results demonstrate strong reading fluency and comprehension skills, setting students up for success on state assessments. The focus this year will include maintaining growth in fluent reading and expanding critical thinking skills in text analysis.

Woodlake teachers are dedicated to ensuring that all student become confident, proficient readers. To achieve this, we will continue to:

- Implement high-quality foundational reading instruction aligned to the Science of Reading.
- Use data-driven interventions for students below benchmark, including small-group instruction and progress monitoring.
- Collaborate through Professional Learning Communities (PLCs) to analyze data, adjust instruction, and share successful strategies.
- Engage families in literacy development through take-home resources and reading partnerships.

With continued focus, collaboration and instructional precision, Woodlake Elementary is well on its way toward meeting and surpassing our literacy proficiency goal by 2027. Together, we are building strong readers one skill at a time.

Quarter 2 Reflection –

From the Fall 2024 to Fall 2027, Woodlake Elementary is increasing the percentage of students performing at or above proficiency on DIBELS from 59% to 68% through a sustained focus on foundational reading skills. A total of 408 students across kindergarten through third grade were assessed during the MOY benchmark window.

Overall Schoolwide MOY Results:

- Total Students Assessed: 408
- Well Below Benchmark: 17%
- Below Benchmark: 15%
- At Benchmark: 36%
- Above Benchmark: 32%
- Combined Proficiency (At or Above Benchmark):68%

At the midpoint of the school year, Woodlake has met the long-term proficiency target of 68%, demonstrating meaningful progress toward the 2027 goal. This growth reflects intentional instruction in phonemic awareness, phonics, fluency, and comprehension, along with consistent progress monitoring and intervention support.

Kindergarten:

- Total Students Assessed: 78
- Well Below Benchmark: 18%
- Below Benchmark: 17%
- At Benchmark: 28%
- Above Benchmark: 37%
- Combined Proficiency (At or Above Benchmark) 65%

Kindergarten students showed substantial growth from the beginning of the year, particularly in early literacy readiness skills. The decrease in students well below benchmark indicate strong gains in phonemic awareness and letter sound correspondence.

First Grade:

- Total Students Assessed: 121
- Well Below Benchmark: 18%
- Below Benchmark: 23%
- At Benchmark: 34%

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- Above Benchmark: 25%
- Combined Proficiency (At or Above Benchmark): 59%

First Grade demonstrated steady progress in foundational reading skills. Continued emphasis on decoding, automaticity, and fluency will be critical during the second half of the year to move more students from below benchmark into proficiency.

Second Grade:

- Total Students Assessed: 105
- Well Below Benchmark: 18%
- Below Benchmark: 10%
- At Benchmark: 38%
- Above Benchmark: 34%
- Combined Proficiency: 72%

Second grade students are performing above the schoolwide average, with nearly three-quarters meeting or exceeding benchmark expectations. This reflects strong instructional alignment and growing mastery of fluency and comprehension skills.

Third Grade:

- Total Assessed: 104
- Well Below Benchmark: 15%
- Below Benchmark: 11%
- At Benchmark: 41%
- Above Benchmark: 33%
- Combined Proficiency: 74%

Third grade continues to demonstrate strong reading outcomes, with a majority of students performing at or above benchmark. Instructional efforts will focus on sustaining fluency while deepening comprehension and critical thinking skills in preparation for state assessments.

The MOY results show Woodlake making strong measurable progress toward its literacy goals. Meeting the 68% proficiency benchmark at the midyear reflects the dedication of teachers, staff, students, and families working together to build strong readers.

With continued focus and intentional instruction, Woodlake is well positioned to sustain and exceed this growth by the end of the school year and beyond.

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Quarter 3 Reflection – From Fall 2024 to Fall 2027, Woodlake will increase the percent proficiency on DIBELS from 59% to 68% through a focus on foundational reading skills.

Although the students will not be assessed until the end-of-year assessments, data is continuing to be monitored through continual progress monitoring.

Collaboration through our PLC meetings, data-driven practices, and consistent support will be key in helping our students reach grade-level expectations and standards by the end of the year.

While the reduction of students scoring below benchmark is encouraging in the presence of students still performing well below benchmark signals the need for sustained and intensified intervention efforts. Continued collaboration among teachers, interventionist, and support staff will be essential to ensure these students receive the resources and instructions necessary to close learning gaps.

Looking ahead, instructional priorities will include maintaining momentum for students meeting or exceeding expectations while accelerating growth for those still working towards proficiency. With consistent, data-driven support, all students can continue progressing towards the end-of-year literacy goals and long-term academic success.

End of year Reflection –

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

Quarter 1 Reflection –

Quarter 2 Reflection –

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Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Woodlake will increase the average K-3 percent proficiency on BOY Diagnostic Math benchmark assessment proficiency from 78.4% to 84.4% through a focus on Major Content Area

	2024 Proficient	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	avg K-3 students BOY Diagnostic Math BM 78.4% 78.4%	avg K-3 students BOY Diagnostic Math BM 80.4% 91.15% EOY 2025	avg K-3 students BOY Diagnostic Math BM 82.4%	avg K-3 students BOY Diagnostic Math BM 84.4%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL				
		Met Goal?	Met Goal?	Met Goal?

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		Y N	Y N	Y N
Lowest 25% in ELA?	ELA not part of this priority goal.			
		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?

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

Professional Development Offered

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?

-

2024-25

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Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
84% Proficient Eureka Benchmark Assessment	78.4%	Students were at 78.4%	Continued interventions and targeted support	78.4%	Continued interventions and targeted support	78.4% EOY 80.57%	Continued interventions and targeted support
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

From Fall 2024 to Fall 2027, Woodlake will increase the average K-3 percent proficiency on BOY Diagnostic Math benchmark assessment proficiency from 78.25% to 84.25. Through a strategic focus on major content areas and consistent instructional alignment, we are laying a strong foundation for sustained growth and success. Our beginning-of-year results provide valuable insights into our students’ current levels of performance and guide our instructional decisions moving forward. The data is as follows:

Kindergarten:

- Total Students Assessed: 109
- Exceptional: 34.9%
- Proficient: 33%
- Combined Proficiency: 67.9%

The kindergarten students are off to a strong start with two-thirds already demonstrating proficiency or higher. This data reinforces the importance of continued focus on numeracy foundations to elevate more students into proficient and exceptional categories.

First Grade:

- Total Students Assessed: 93
- Exceptional: 79.6%
- Proficient: 8.6%
- Combined Proficiency: 88.2%

First grade saw an impressive start with nearly 80% of students achieving exceptional levels. The high level of performance suggests effective foundational instruction in kindergarten and strong instructional practices continuing in first grade. We will focus on deepening conceptual understanding and maintaining momentum.

Second Grade:

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- Total Students Assessed: 97
- Exceptional: 54.6%
- Proficient: 22.7%
- Combined Proficiency: 77.3%

Our second-grade students are performing near the 2024 baseline average, and we see great potential for growth. Continued focus on major content areas and building fluency with key mathematical concepts will be essential to meet our long term goals.

Third Grade:

- Total Students Assessed: 111
- Exceptional: 55.9%
- Proficient: 24.3%
- Combined Proficiency: 80.2%

With over 80% of students already demonstrating proficiency or higher, our third-grade students are on track to the school-wide improvement. Continued reinforcement of multi-step problem solving and conceptual depth with help push more students into exceptional range.

Quarter 2 Reflection –

The strong beginning that Woodlake students demonstrated at the beginning of the year has set the tone for continued focus on growth and achievement. As we continue to move forward, we are aligning instruction with priority standards in major content areas. We will continue to use data to drive targeted interventions and enrichment.

Woodlake teachers and staff have also collaborated across grade levels to ensure coherence and continuity in mathematical understanding.

Woodlake has been actively engaging in Professional Learning Communities, where teachers and instructional leaders come together to review student data, discuss instructional practices, and identify strategies for meeting the diverse needs of our learners. These collaborative meetings have been instrumental in shaping responsive, data driven math instruction.

In addition, we are in the process of hiring a dedicated math tutor to support our second and third grade students. This added support will help us provide targeted small group instruction, accelerate learning, and close identified gaps in proficiency.

Together, through teamwork, thoughtful planning, and shared commitment to excellence, we are building a strong mathematical foundation for every student.

Quarter 3 Reflection –

As Woodlake moves through the second half of the 2024-2025 school year, we continue to make steady strides toward our long-term goal: increasing average K-3% proficiency in math. We continue to work with dedicated instruction, data-informed planning, and a strong commitment from our teachers and students. We continue to see positive growth across grade levels.

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This quarter we conducted our Middle-of-year benchmark assessment and compared results with our first quarter data to measure progress and inform next steps.

Kindergarten:

- Total Students Assessed: 110
- Exceptional: 37.3%
- Proficient: 52.7%
- Combined Proficiency: 90%

Kindergarten showed significant growth, with a 22.1 percent point increase in overall proficiency. This reflects strong early learning strategies and consistent support for foundational math skills.

First Grade:

- Total Students Assessed: 98
- Exceptional: 76.5%
- Proficient: 20.4%
- Combined Proficiency: 96.9%

First grade continues to demonstrate excellence, building on an already high performance with a nearly 9 percent point gain in overall proficiency. The consistent exceptional achievement shows effective transitions from kindergarten and strong instruction.

Second Grade:

- Total Students Assessed: 96
- Exceptional: 40.6%
- Proficient: 27.1%
- Combined Proficiency: 67.7%

While second grade experienced a decrease of 9.6 percent points in proficiency, this presents an opportunity to reassess instructional approaches and provide targeted supports. Continuing PLC data analysis and the addition of a math tutor will help address these gaps.

Third Grade:

- Total Students Assessed: 107
- Exceptional: 43%
- Proficient: 47.7%
- Combined Proficiency: 67.7%

Third grade made a strong leap forward, increasing 10.5 percentage points. Nearly half of students are now proficient, with many nearing exceptional. This progress reflects effective instructional practices and strong response to student data.

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Our Professional Learning Communities remain the focus for our success. Teachers are continuing to meet regularly to evaluate data, share best practices and make instructional decisions tailored to our students' needs.

Additionally, we have hired a math tutor to target interventions in second and third grade. We have noticed students thriving.

We are proud of our students' progress made so far and remain committed to our vision for excellence in mathematics. We will continue to collaborate, target instruction and support our students.

End of year Reflection –

As the 2024-2025 school year comes to a close, Woodlake Elementary celebrates a year of academic growth., collaborative teamwork, and unwavering commitment to excellence in mathematics. Our strategic focus on major content areas and data-informed instruction has guided our work toward achieving our long-term goals: increasing average K-3 proficiency in mathematics from 78.4% to 84.4% by Fall 2027.

This year's final benchmark assessments provide a clear view of how far we have come since the beginning of the year and help guide our planning for continued progress.

Kindergarten:

Beginning-of Year Proficiency: 67.9%

End-of-Year Proficiency: 95.5%

Kindergarten demonstrated remarkable growth, improving by 27.6 percentage points. Nearly 70% of students are now performing at the highest level. This strong finish reflects the impact of early foundational math instruction and targeted support throughout the year.

First Grade:

Beginning-of Year Proficiency: 88.2%

End-of-Year Proficiency: 99%

First grade maintained high performance and exceeded all expectations, with virtually all students reaching proficiency or above. This growth affirms the strength of instruction and the continuity of learning from kindergarten.

Second Grade:

Beginning-of Year Proficiency: 77.3%

End-of-Year Proficiency: 90.5%

Second grade rebounded strongly from a dip in Quarter 3, posting a 13.2 percentage point increase from the beginning of the year. The end-of-the year data shows the value of sustained instructional adjustments and early intervention, including efforts to bring in math tutoring support.

Third Grade:

Beginning-of Year Proficiency: 80.2%

End-of-Year Proficiency: 82.6%

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Third grade showed modest growth from the beginning of the year and maintained a solid proficiency level despite increased rigor. As students approach upper elementary content, our focus will shift to closing gaps in reasoning, multi-step problem solving, and test taking endurance.

Throughout the year, Woodlake teachers have remained committed to high-quality instruction and collaboration through Professional Learning Communities. These meetings were critical in helping staff analyze data, identify trends, and adjust instruction in real time to meet student needs. We have also moved forward in hiring a dedicated math tutor, specifically focused on second and third grades, to further support students in the coming school year.

The 2024-2025 school year has been one of strong progress, reflection, and momentum building. Our students made measurable gains in proficiency, and our educators embraced a culture of collaboration and continuous improvement.

With intentional planning and support of our families, and a clear focus on our math goals, Woodlake Pelicans are on track and leading the way. We look forward to continuing this upward path in the 2025-2026 school year.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
84% Proficient Eureka Benchmark Assessment	84.89%	Began at ending goal	84.89%	Kindergarten and first grade have exceeded goal Second and third grade rising.	K-89.1% 1-93.5% 2-61.3% 3-68% K-3 78%		
			Met Goal? Y N			Met Goal? Y N	Met Goal? Y N

Quarter 1 Reflection –

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From Fall of 2024 to Fall 2027, Woodlake's goal is to increase the average K-3 proficiency on the Beginning of the Year Diagnostic Math Benchmark Assessment from 78.25% to 84.25%. This ambitious yet attainable target reflects our commitment to strengthening early numeracy skills through a strategic focus on major content area and consistent instructional alignment across grade levels. By prioritizing high-impact standards and ensuring coherence in instruction, we are intentionally building a strong foundation for sustained student growth and long-term academic success.

At the beginning of the year, 417 students were assessed using the Eureka Math Benchmark Assessment.

Kindergarten:

- Total Students Assessed: 82
- Exceptional: 39%
- Proficient: 31.7%
- Combined Proficiency: 70%

Additionally, 14.6% of students scored Partial, while 7.3% were Limited and 7.3% were Insufficient. These results highlight the need for early, targeted interventions focused on foundational math concepts to support students who are below proficiency and ensure continued growth throughout the year.

First Grade:

- Total Students Assessed: 122
- Exceptional: 80.3%
- Proficient: 13.9%
- Combined Proficiency: 94%

Only 2.5% of students scored Partial, while 1.6% were Limited and 1.6% were Insufficient. This data suggests that kindergarten instruction and alignment to major content standards have been highly effective, providing students with a solid mathematical foundation as they progress through the grade-level curriculum.

Second Grade:

- Total Students Assessed: 109
- Exceptional: 74.3%
- Proficient: 14.7%
- Combined Proficiency: 89%

Only 1.8% of students scored Partial, 2.8% were Limited, and 6.4% Insufficient. While the majority of students demonstrate strong mathematical understanding, the data emphasize the importance of identifying specific skill gaps for students in the lower performance bands to provide targeted support and accelerated growth.

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Third Grade:

- Total Students Assessed: 107
- Exceptional: 57%
- Proficient: 21.5%
- Combined Proficiency: 78.5%

Additionally, 9.3% of students were Partial, 4.75 Limited, and 7.5% Insufficient. These outcomes indicate solid overall performance while also signaling an increased need for strategic intervention and instructional adjustments in third grade to ensure students continue progressing toward mastery as mathematical rigor increases.

Quarter 2 Reflection –

From Fall of 2024 to Fall 2027, Woodlake's goal is to increase the average K-3 proficiency on the Beginning of the Year Diagnostic Math Benchmark Assessment from 78.25% to 84.25%. This ambitious yet attainable target reflects our commitment to strengthening early numeracy skills through a strategic focus on major content area and consistent instructional alignment across grade levels. By prioritizing high-impact standards and ensuring coherence in instruction, we are intentionally building a strong foundation for sustained student growth and long-term academic success.

At the beginning of the year, 417 students were assessed using the Eureka Math Benchmark Assessment. Of those students, 20 were identified as Insufficient, 16 as Limited, and 27 as Partial, indicating areas where targeted intervention and additional support are needed. Conversely, 82 students scored Proficient, and an impressive 272 students demonstrated Exceptional performance. These results indicate that a significant majority of students are entering the school year with solid to advance mathematical understanding.

The high percentage of students scoring at Proficient and Exceptional levels suggest that prior instructional practices and curricular alignment have had a positive impact. However, the data also highlight the need for intentional support for students performing below proficiency. Moving forward, this data will be used to guide instructional planning, targeted interventions, and professional learning, ensuring that all students-particularly those in the Insufficient, Limited and Partial categories-receive the support necessary to progress toward proficiency.

While continuing to make gains, overall, the results affirm that Woodlake is on a strong trajectory toward meeting its 2027 math proficiency goal.

Quarter 3 Reflection –

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From the Fall of 2024 to Fall 2027, Woodlake's goal is to increase the average K-3 proficiency in the beginning of the year diagnostic math benchmark assessments from 78.25% to 84.25. During the third quarter, progress toward this goal was monitored using Math Checkpoint data for grades K-3, which provides insight into students' current levels of mathematical understanding and highlights areas of strength as well as opportunities for continual growth.

Kindergarten:

- Exceeds Expectations: 61.4%
- Meets Expectations: 27.7%
- Nearly Meets Expectations: 6%
- Partially Meets Expectations: 2.4%
- Not Yet Meets Expectations: 2.4%

First Grade:

- Exceeds Expectations: 73.8%
- Meets Expectations: 19.7%
- Nearly Meets Expectations: 4.9%
- Partially Meets Expectations: 1.6%

Second Grade:

- Exceeds Expectations: 26.4%
- Meets Expectations: 34.9%
- Nearly Meets Expectations: 20.8%
- Partially Meets Expectations: 10.4%
- Not Yet Meets Expectations: 7.5%

Third Grade:

- Exceeds Expectations: 41%
- Meets Expectations: 27%
- Nearly Meets Expectations: 18%
- Partially Meets Expectations: 10%
- Not Yet Meets Expectations: 4%

Overall, the data from the Math Checkpoint 2 indicates strong performances in the primary grades, particularly in kindergarten and first grade, where the majority of the students are performing at or above expectations. These results suggest that foundational numeracy skills are being effectively developed, though continued support will be important for the small group of students that remain below expectations.

End of year Reflection –

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

OTHER SUPPORT

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

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

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

<https://docs.google.com/document/d/1Lyqr-wXAzilARYKOx5t3yH7fPrnBv77u/edit?usp=sharing&oid=112699755474378882894&rtpof=true&sd=true>

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: Parents are provided opportunities to give feedback via surveys as well as parent and teacher conferences. Parents are also able to have access to the Parent Teacher Association and are provided current information through Facebook, Robo calls and emails. Family Learning Night, LEAP information meeting, PTA meetings and grade specific performances. Feedback from Family Learning night attached.

2025-26: A survey is currently being offered to parents to give feedback via the district. PTA involvement and events have been at an all-time high.

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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: https://docs.google.com/forms/d/1FSt_YCDG9j6M_ZOqEfSa5i4ciZvI7v9GEcKegpkUB6w/edit

2025-26:

2026-27:

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

2024-25:

2025-26:

2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25:

A transition field trip is scheduled at the EOY for WLE Third grade students transitioning to middle schools in the community. . These field trips are scheduled and include the following stakeholders: administration, Technology Resource Teacher, classroom teachers and parents.

2025-26:

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

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

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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: Family Learning Night:

Date/Time:

Targeted Priority Area:

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Year 1 Reflections:

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

Year 2 Reflections:

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

Year 3 Reflections:

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

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