

2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

Sixth Ward 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

2024-2025

STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025, ACT, WORK KEYS, IBCS, GRAD RATE, ETC.

All Students

- | | |
|--|---|
| <ul style="list-style-type: none"> ● Based on LEAP 2025 ELA data from SY 2324, 63% of students demonstrated a strength in ELA writing Performance. Additionally, of the 63% of students, 61% of the students also performed well in "Written Knowledge & Use of Language Conventions." ● Based on the LEAP 2025 Math data from SY 23-24, 56% of our students in grades 3-5 demonstrated the ability to master the concept of "Modeling & Application." ● Based on the DIBELS data from ST 23-24, 66.1% of 2nd grade students are above the benchmark at the EOY checkpoint. | <ul style="list-style-type: none"> ● Based on the LEAP 2025 ELA data from SY 23-24, 25% of our 3-5 grade students are demonstrating a weakness in "Reading Vocabulary." ● Based on the LEAP 2025 Math data from SY 23-24, 25% of students in grades 3-5 struggle with "Solving Multistep Problems." ● Based on the DIBELS data from ST 23-24, 66.7% of Kindergarten students are below/well below the benchmark level at the EOY benchmark checkpoint. |
|--|---|

At-Risk Student Groups

St. Tammany Parish 2024-2027

(SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)	
- Based on the LEAP 2025 data from SY 23-24, our students with exceptionalities (SWE) demonstrate a strength in using conventions within their writing according to the overall performance. - Based on the LEAP 2025 data from SY 23-24, 68% of students with exceptionalities demonstrated growth in 4th grade math.	
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
According to the MRA data, student leadership was the highest at 80. Supportive student environments and empowering teachers and learners were all 79.	According to the MRA data, School Goals declined by 9 points from 82-73.
2025-26	
STUDENT ACHIEVEMENT DATA	
All Students	
- Based on LEAP 2025 ELA data from SY 24-25, 64.9% of students demonstrated a strength in ELA writing Performance. Additionally, 54.6% of our students demonstrated a strong reading performance overall. - Based on the LEAP 2025 Math data from SY 24-25, 46.1% of our students in grades 3-5 demonstrated the ability to master the concept of "Expressing mathematical reasoning." - Based on the DIBELS data from ST 24-25, 78% of 3rd grade students are above the benchmark at the EOY checkpoint.	- Based on the LEAP 2025 ELA data from SY 24-25, 50% of our 3-5 grade students are demonstrating a weakness in "Reading Informational Text." - Based on the LEAP 2025 Math data from SY 24-25, 59.1% of students in grades 3-5 struggle with "Major Content" in math. - Based on the DIBELS data from ST 24-25, 60% of Kindergarten students are below/well below the benchmark level at the EOY benchmark checkpoint.
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)	

St. Tammany Parish 2024-2027

- Based on the LEAP 2025 data from SY 24-25, our students with exceptionalities (SWE) demonstrate a strength in using conventions within their writing according to the overall performance.
- Based on the LEAP 2025 data from SY 24-25, 84% of students with exceptionalities demonstrated growth in 4th grade math.

SCHOOL CULTURE DATA - MRA

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

- | | |
|---|--|
| <ul style="list-style-type: none">● According to the MRA data, staff voice is clearly the strongest within the culture sector at 82 which is a growth of 7% over last school year.● Based on the school's discipline trendline, we have a percentage increase in our overall OSS to 2.08% up from 0.89% the previous year. | <ul style="list-style-type: none">● According to the MRA data, while all categories grew, School Leadership is the lowest at 78.● Based on the increase in our discipline data, we will reduce our OSS percentage from 2.08% to 1.50% this school year. |
|---|--|

2026-27**STUDENT ACHIEVEMENT DATA****All Students****At-Risk Student Groups**

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

SCHOOL CULTURE DATA - MRA

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

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

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

School Improvement Focus Area

(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)

2024-2025

Students will grow in reading across all subject areas by demonstrating efficient progress using data from several assessments (DIBELS, LEAP, illuminate) at the end of the 2024-2025 school year.

Plan, implements, supports, monitors and/or evaluates/refines action steps, including acceleration & intervention.

2025-26

Students will grow in reading across all subject areas by demonstrating efficient progress using data from several assessments (DIBELS, LEAP, illuminate) at the end of the 2025-2026 school year.

Plan, implements, supports, monitors and/or evaluates/refines action steps, including acceleration & intervention.

2026-27

--	--

LEADERSHIP TEAM LONG-RANGE PLAN

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

Date of ILT	Outcome	Materials	Follow-Up
9/25/24	Finalize 24-25 SAP	SAP, school data, MRA data	Plan next meeting date, plan date to present SAP to staff and parents
10/2/2024	Finalize 24-25 SAP & Plan for student WIG celebrations.	SAP, school data, MRA data	Plan next meeting date, plan date to present SAP to staff and parents
12/5/2024	Reflection on 1st quarter goals and objectives.	SAP, school data from checkpoints, DIBELS progress monitoring	Plan the next meeting date, continue updating SAP reflecting the most accurate data at this time
1/29/2025	Reflection on 2nd quarter goals and objectives.	SAP, school data from checkpoints, DIBELS progress monitoring	Plan the next meeting date, continue updating SAP reflecting the most accurate data at this time
4/24/2025	Reflection on 3rd quarter goals and objectives.	SAP, school data from checkpoints, DIBELS progress monitoring	Plan the next meeting date, continue updating SAP reflecting the most accurate data at this time
9/17/25	Analyze data to update the SAP and goals heading into the 2526 SY.	SAP, school data, MRA data	Plan next meeting date, plan date to present SAP to staff and parents

St. Tammany Parish 2024-2027

10/15/25	Analyze beginning of the year school data for the 1st checkpoints.	SAP, school data from checkpoints, DIBELS progress monitoring	Review upcoming checkpoint data and the released SPS score prior to the next meeting.
12/10/25	Analyze and reflect on SPS scores in relation to most current school data.	SPS State released data	Complete the quarter 2 reflection components prior to the January meeting. Reflect on SPS for all sections.

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, Sixth Ward Elementary School will increase the SPS from 85.8 to 87 through a focus on reading (use school improvement focus area listed above).

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
85.8	87	89	90
	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS

St. Tammany Parish 2024-2027

Assessment Index (AI) ● What is your current AI in – ○ ELA 80.1 ○ Math 75.9 ○ Science 72.3 ○ Social Studies n/a ○ Overall 76.1 ● Where are there opportunities for growth? There are opportunities for growth in all subject areas. ○ Targeted interventions for both ELA and Math for students in all grades.	Progress Index (PI) ● What is your current PI in – ○ ELA - 61.1 ○ Math - 75.8 ○ Science - 72.3 ○ Overall - 69.75 ● Where are there opportunities for growth? ○ Student driven goals towards their individual success in the classroom. This will be measured quarterly and celebrated with progress towards their overall goal.
Interests and Opportunities (I/O) ● What is your current I/O? 150 max points ○ We received the maximum amount of progress index points for this school year. ● Where are there opportunities for growth? Maintain max of 150 pts. ○ Our score was as high as the scale can go and we received 5% in our overall SPS score as a result.	
2025-26 Components of SPS	
Achieve Index (AI) ● What is your current AI in – ○ ELA- 53.5% ○ Math- 39.4%	Growth Index (GI) ● What is your current GI in – ○ ELA- 26% ○ Math- 27%

St. Tammany Parish 2024-2027

○ Science- 37.5% ○ Social Studies- 38.31% ○ Overall- 42.17% ● Where are there opportunities for growth? The area that SWE differs the most from the district is in the area of math proficiency. We will ensure that we are using targeted support on students that are indicative of struggling based on a variety of data points including but not limited to LEAP testing data.	○ Lowest 25% in ELA- 56% ○ Lowest 25% in Math- 54.3% ○ Overall- 40.8% ● Where are there opportunities for growth? We need to target the students that are not low enough to qualify for any specific accommodations or any level of support, but are also not strong enough to grow independently. So we feel targeting the green kiddos for DIBELS (not those that are getting SPED support and interventions from being identified as red or yellow, but not the blue students that are successful independently.) We need to continue to support and provide additional instruction for green scoring students.
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?

St. Tammany Parish 2024-2027

	○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? ● Where are there opportunities for growth?
University Accelerator (High Schools ONLY) ● What is your current overall percentage? ● Where are there opportunities for growth?	Career Accelerator (High Schools ONLY) ● What is your current overall percentage? How many students/What percent earned- ○ Basic bundle + internship? ○ Advanced credential + internship? ○ 2 years of FF-aligned registered apprenticeship? ○ Certificate of technical studies in high wage/high demand industry? ● Where are there opportunities for growth?
Service Accelerator (High Schools ONLY) ● What is your current overall percentage? 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)** - From Fall 2024 to Fall 2027, Sixth Ward Elementary School will increase the MRA sub-measure School Goals from 73 to 83 through a focus on school-wide, class-wide, and individual WIGs.
- **Priority Goal #2 (Academics)** - From Fall 2024 to Fall 2027, Sixth Ward Elementary School will increase the % proficiency in ELA on LEAP from 59% mastery/advanced to 69% mastery and advanced through a focus on reading informational text and comprehension.
- **Priority Goal #3 (Academics)** - From Fall 2024 to Fall 2027, Sixth Ward Elementary School will increase the Progress Index Score from 69.74% to 79.74% through a focus on academic achievement on both DIBELS and LEAP 2025 scores.

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Sixth Ward Elementary School will increase the MRA sub-measure School Goals from 73 to 83 through a focus on school-wide, class-wide, and individual WIGs.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
73	76	84	79		83	
	Met Goal?		Met Goal?		Met Goal?	
	Y	N	Y	N	Y	N

How are we going to get there?

Purchased Resources to Support Priority Goals

Professional Development Offered
Core 1 Leader in Me PD attended by all teachers, 2 LIM coaching sessions, Marc McCloud Classroom Management, LIM Book Study

St. Tammany Parish 2024-2027

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? Progress towards or achievement of school, class, and individual WIGs.

- We will know efforts are making an impact by increased student success, goal attainment, decrease in behaviors, and overall increase in school culture as measured by the MRA survey.
- Students will be seen tracking goals, meeting with accountability partners, conferencing with teachers, celebrating successes, and synergizing.

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 individual student goal setting	Will conduct walkthroughs in early October looking for evidence of student goal setting	Students and teachers participated in daily lessons of LIM. Goals were set for students at this time.	<i>Goals started but not finalized. Habit learning is underway and progressing.</i>	Continued to teach the habits to students. Students recognized for meeting their goals.	<i>Student goals established for nearly all students at this time. Core 2 training will take place in January.</i>	Teachers continued to implement and develop LIM within the classroom. Teachers begin to explore leadership portfolios.	<i>Only a few teachers attempted to implement portfolios following the Core 2 training.</i>
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Using walkthroughs, we were able to establish that all teachers/staff have begun conducting or participating in lessons throughout school. While goal setting is still unclear we are attempting to establish goals for ALL students. On a positive note we began LIM rallies at the end of each month to recognize our students and the wonderful things that are taking place on campus each month. At this rally we are recognizing students that demonstrate these habits effectively and proficiently to other peers.

Quarter 2 Reflection –

St. Tammany Parish 2024-2027

Goals have been established at this time for all students regarding their BOY testing. We continued to push the habits and teach them daily to all of our students. We are seeing students utilizing the verbiage and practicing the habits around campus. Once Core 2 training is complete we will have a better idea of how to implement the accountability partners and further grow our tracking towards completing goals for students on campus.

Quarter 3 Reflection –

Following the Core 2 training, a few teachers attempted to implement leadership portfolios within their classrooms. Moreover, it was suggested that staff members find an accountability partner to practice with having conversations regarding the created WIGs at the beginning of the year in preparation for next school year. We will plan a faculty meeting to address concerns and listen to feedback prior to leaving for summer.

End of year Reflection –

Our MRA data reflected the time spent practicing LIM with our students. The growth was in both leadership and culture which jumped between 4%-5% respectively for each category. We conducted a staff meeting at the end of the school year and reviewed this data and also developed a plan of what our next steps would be as we seek Lighthouse status.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Students and teachers will use portfolios to track and analyze continued growth in both habits and their academics.	20%	All students are in possession of binders for tracking their own progress. Teachers began implementing portfolios at a deeper level.	Approximately 40-45%	Students have been adding to their portfolios in a variety of classes to track their data and achievement across multiple subjects.	50% School Wide		

St. Tammany Parish 2024-2027

	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N
--	-------------------------	--	-------------------------	--	-------------------------

Quarter 1 Reflection –

While students were provided binders to begin keeping track of their own scoreboards, it is evident that not all students have updated their binders at this time. Several classrooms are still in the beginning stages of adding items to their binders. Hopefully in the 2nd quarter we will see a much larger jump with our students tracking their goals and updating their own scoreboards. School-wide use of language (“WIGS”), personal displays of scoreboards by teachers, and frequent reference to reaching class-wide goals are frequently noticed in classrooms. This reiterates to students that goal setting/tracking is a life skill that can be applied to any area of life. While portfolios are in the early stages of use, older students have been able to independently add items to their binders that they feel are representations of their best work. Students show great enthusiasm in adding items. Students are practicing goal tracking in academic areas, such as ELA targeted instruction, and will create scoreboards for personal wigs at the start of the second quarter. By utilizing personal WIGS within student binders, many behavior reports have been eliminated.

Quarter 2 Reflection –

Students are now using the binders to track their progress and add work samples for viewing purposes. These are leading to discussions within classrooms; however, this is not taking place in all classrooms like we had anticipated up to this point. Additionally, we have completed our LIM night where students showcased their understanding of the habits for our community.

Quarter 3 Reflection –

End of year Reflection –

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

St. Tammany Parish 2024-2027

	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, Sixth Ward Elementary School will increase the % proficiency in ELA on LEAP from 59% mastery/advanced to 69% mastery and advanced through a focus on reading informational text and comprehension.

	2024 ELA % Proficient (Baseline)	2025 ELA % Proficient	2026 ELA % Proficient	2027 ELA % Proficient
All Students	58%	62%	65%	69%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	35%	40%	45%	50%

St. Tammany Parish 2024-2027

		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	59%	64%	69%	74%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?	65.2%	70.2% (Adjusted to 54%)	75.2% (Adjusted to 59%)	80.2% (Adjusted to 64%)
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

[Purchased Resources to Support Priority Goals](#)

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?

- Teachers will utilize several measures during the school year such as benchmark assessments, DIBELS progress monitoring, and district checkpoints.
- We will know that the efforts have made an impact based on BOY measured results in comparison to the MOY checkpoints and benchmark examinations.

2024-25

St. Tammany Parish 2024-2027

Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
25% of the students in 3rd grade ELA will grow into the proficient level.	0%	3rd stayed consistent as a whole; however, individual students met the aim line.	75% of 3rd graders scored benchmark or above.	75% of the 3rd grade students maintained proficiency.	47% of 3rd graders scored benchmark or above.	3rd grade students demonstrated a growth in the area of writing. We saw several students go from below level to on-level within the writing component.	55% of 3rd graders scored benchmark or above.
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Based upon the first benchmark, 75% of our students in grade 3 scored at or above benchmark. This is attributed to utilizing the curriculum with fidelity and focusing on student growth and achievement consistently.

Quarter 2 Reflection –

The data from our checkpoint 2 demonstrated a need in reading informational texts. These texts contain historical or science information and require a deeper understanding of comprehension. Historically we have seen that these two correlations have become a weakness shown in several areas especially in our lower grades. We will continue to monitor progress and introduce cold reads to students to practice our reading for understanding skills at this time.

Quarter 3 Reflection –

The biggest growth on the interim was in the area of writing. Our students demonstrated that they are more than capable writers on this assessment and we should see a strength of writing on the LEAP assessment at the end of the year this school year.

St. Tammany Parish 2024-2027

End of year Reflection –

Using the EOY LEAP data, our students performed at nearly 50% proficiency in ELA for 3rd grade. While the writing definitely showed signs of being a relative strength, there is still no correlation of writing being transferred to stronger scores in the informational text sub category. Moving forward we will use Lexia to assist in reading comprehension so that our scores can hopefully start rising in the area of informational text.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Based on last school year's data, our ELA proficiency data dipped 4%. While several key contributing factors are present, reading is the core of this decline.	55%	Students demonstrated growth in the areas of vocabulary and identifying/describing parts of text features.	BOY assessment percent correct 38%	Students performed well in several areas. However, the most noted growth was in the area of determining words/phrases and how it is used in a variety of literature texts.	58%		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

While our students are demonstrating continuous growth in the vocabulary standard, we are still lacking the ability to read effectively. We must use intervention and progress monitor data to make a larger impact on growth in the reading standards to produce a larger impact on our overall ELA

St. Tammany Parish 2024-2027

and SPS scores. Using a variety of nonfiction texts, such as magazines and other supplementary materials, students are able to practice necessary skills while using interesting, current, and relevant information. This promotes engagement. This can be done as enrichment; not all district-required nonfiction texts are interesting or engaging. Practicing the same skills with more entertaining content is helpful. Exposing students to a variety of vocabulary in the classroom increases their chances of success when encountering words that are new to them. Teachers should use robust academic vocabulary regularly. We should not assume that because they are elementary aged, they cannot understand or infer the meanings of complicated words in everyday speech.

Quarter 2 Reflection –

Using the district created ELA Checkpoints for grades 3-5, the school performed exceptionally well with an average of 58% of students demonstrating mastery performance. The most notable weak area that we will focus on was in “ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.” Using this information, we can better guide our staff with our students to develop a plan to address these deficiencies within PLC. While we have not achieved the 5% growth for this school year at this time, we are on track to doing so by the end of the school year in 2026.

Quarter 3 Reflection –

End of year Reflection –

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

Quarter 1 Reflection –

St. Tammany Parish 2024-2027

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Sixth Ward Elementary School will increase the Progress Index Score from 69.74% to 79.74% through a focus on academic achievement on both DIBELS and LEAP 2025 scores.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students				
	69.74%	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

Purchased Resources to Support Priority Goals

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?

- We will know our efforts are making an impact by students demonstrating growth in the area of both fluency and articulation. Additionally, students will engage in critical thinking and comprehension throughout all subject areas within the educational setting.
- Teachers will provide progress monitoring with fidelity and offer appropriate feedback for students to demonstrate continuous growth in reading development.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Teachers will incorporate progress monitoring data into their PLC meetings to grow students reading across grade levels.	43%	K-2 teachers highlighting students to continue growing prior to the MOY testing taking place.	48%	Both on level and above level grew 4% from BOY to MOY DIBELS testing.	51%	Both on level and above level students continued to make gains.	58%
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Our teachers and staff identified students that we must target and track based on their BOY scores. These students will be assigned into targeted instruction groups to directly address deficiencies. We felt that we did make some strides in the right direction instructionally based on some of the early data that we have gathered during progress monitoring. We will continue to monitor these students throughout the school year to ensure that we have little to no retention in 3rd grade specifically.

Quarter 2 Reflection –

St. Tammany Parish 2024-2027

For the MOY testing we saw growth from our students with only a handful of students now being targeted for possible retention. We will continue to monitor their progress and provide targeted instruction weekly with these students. Additionally, our students in on level and above level rose by nearly 4% which will produce positive results for our SPS scores when DIBELS is taken into account within the formula at the end of this school year.

Quarter 3 Reflection –

With targeted instruction, we have seen positive signs of students growing in reading. While we are growing we still have work in some key areas such as reading informational texts. We are continuing to provide ample opportunity for students to engage in these types of texts prior to taking the LEAP assessment in the Spring window. We are continuing to track and monitor these students in targeted instruction weekly and expect positive results at the end of the school year.

End of year Reflection –

While our students may have not met the EOY goal, we have seen growth from many of our students. We impacted several students; especially, those on the verge of possible retention in 3rd grade with the new state law. We can report that we have 0 students that fell into this category and we view this as a win for our school. While we do still have much room for growth, we will continue to find the positive in all data points and work on what we must using the data that is provided to us from testing. We are looking forward to going into next year and continuing targeted instruction with our students with the intent to grow kids into better readers overall.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Based on last school year's data, our overall Assessment Index Score was 73.5. Our goal is to raise this score a	73.5	Using data from Checkpoint 1 for all subjects, we saw an increase in both Science and Social Studies across all grade bands. Both of	50.4	Both science and social studies continue to show signs of being a strength.			

St. Tammany Parish 2024-2027

minimum of 3% by using district created checkpoints and progress monitoring data.		these areas showed an assessment index above 70.					
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

With the release of our SPS score and the Assessment Index, we saw a dip in both areas respectfully. We will strive to achieve better results by using data to drive our instruction along with continued progress monitoring and the district created checkpoints in all subject areas. Using an assessment calculation based on the scores from Checkpoint 1, the school score across all areas showed room for growth.

Quarter 2 Reflection –

Social studies and science both showed signs of being near at above our Assessment Index using the SPS calculation tool. With guidance from the district on instructional materials, we are seeing that our students are able to perform at or on level of a standardized assessment. Our teachers are using the Bayou Bridges and Amplify curriculums with fidelity and it is showing in our achievement scores on the district created checkpoints at this time.

Quarter 3 Reflection –

End of year Reflection –

2026-27

St. Tammany Parish 2024-2027

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

OTHER SUPPORT

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

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

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

Parent and Family Engagement (PFE) Activities

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

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

2024-25:

1. **All about SWE-** *students will do activities aligned to the standards by grade level. Parents will be engaged in learning about Students with Exceptionalities.*
2. **Leader In Me-** *students and staff will invite all community families to learn about LIM through various habit presentations that are put on by the students. Parents will engage in a question/answer session to clarify any misconceptions that they have.*
3. **Literacy Night-** *students and families are invited to support reading during an event where we promote reading alongside hosting the scholastic bookfair. Data will be reviewed with families regarding DIBELS and LEAP. Additionally, parents will have the ability to engage in a session that explains what these assessments are and why they are utilized.*

2025-26:

1. **All about SWE-** *students will do activities aligned to the standards by grade level. Parents will be engaged in learning about Students with Exceptionalities.*
2. **Leader In Me-** *students and staff will invite all community families to learn about LIM through various habit presentations that are put on by the students. Parents will engage in a question/answer session to clarify any misconceptions that they have.*

St. Tammany Parish 2024-2027

3. Literacy Night- *students and families are invited to support reading during an event where we promote reading alongside hosting the scholastic bookfair. Data will be reviewed with families regarding DIBELS and LEAP. Additionally, parents will have the ability to engage in a session that explains what these assessments are and why they are utilized.*

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:

- **All About SWE:** Parents are invited to learn more about the Specialized Services Programs that are offered here at Sixth Ward and St. Tammany Parish. Parents will learn about 504, SPED, SBLC, and a variety of other services that may benefit their child.
- **LIM:** Parents are invited to learn and engage in Leader In Me. They will be offered resources to use at home with their child so that they can also learn the language we utilize within the school setting.
- **Literacy Night:** The community is invited to engage in a love for reading that is done in conjunction with our annual book fair here at Sixth Ward. Reading data is shared in addition to the programs offered here at Sixth Ward to promote reading.

2025-26:

- **All About SWE:** Parents are invited to learn more about the Specialized Services Programs that are offered here at Sixth Ward and St. Tammany Parish. Parents will learn about 504, SPED, SBLC, and a variety of other services that may benefit their child.
- **LIM:** Parents are invited to learn and engage in Leader In Me. They will be offered resources to use at home with their child so that they can also learn the language we utilize within the school setting.
- **Literacy Night:** The community is invited to engage in a love for reading that is done in conjunction with our annual book fair here at Sixth Ward. Reading data is shared in addition to the programs offered here at Sixth Ward to promote reading.

2026-27:

St. Tammany Parish 2024-2027

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

2024-25:

Communication was completed during the events in addition to a flyer that was handed out/sent home with all students regarding our school mission, goals, and objectives we are currently working on.

2025-26:

Communication was completed during the events in addition to a flyer that was handed out/sent home with all students regarding our school mission, goals, and objectives we are currently working on.

2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25:

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

Date

REFLECTIONS

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

Parent and Family Engagement Reflection:

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

Event Name:

Date/Time:

Targeted Priority Area:

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Year 1 Reflections:

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

Year 2 Reflections:

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

Year 3 Reflections:

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

St. Tammany Parish 2024-2027

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