

Lee Road School
2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

St. Tammany Parish



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

COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS

WEAKNESSES

2024-25

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

All Students

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Kindergarten (63%) and 1st grade (67%) students are strongest in the sub-skill of Phonemic Awareness in the DIBELS 8 Literacy Screener ● 2nd grade (63%) and 3rd grade (88%) students are strongest in the sub-skill of Reading Accuracy in the DIBELS 8 Literacy Screener. ● 3rd – 8th grades improved in Literary Text on the LEAP 2025 assessment. ● 3rd grade (64%) students are strongest in Writing Performance, Written Expression, and Knowledge & Use of Language categories on the LEAP 2025 assessment. ● 4th grade (60%) students are strongest in the Literary Text category on the LEAP 2025 assessment. | <ul style="list-style-type: none"> ● Kindergarten (34%) students are weakest in the sub-skill of Word Reading in the DIBELS 8 Literacy Screener. ● 1st grade (30%) students are weakest in the sub-skill of Reading Accuracy in the DIBELS 8 Literacy Screener. ● 2nd grade (39%) and 3rd grade (51%) students are weakest in the sub-skill of Reading Fluency in the DIBELS 8 Literacy Screener. ● 3rd – 8th grades declined in Written Expression on the LEAP 2025 assessment. ● 3rd grade (33%) and 6th grade (28%) students are weakest in the Informational Text category on the LEAP 2025 assessment. |
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- 5th grade (68%) students are strongest in the Knowledge and Use of Language category on the LEAP 2025 assessment.
- 6th grade (56%) students are strongest in the Vocabulary category on the LEAP 2025 assessment.
- 7th grade (43%) students are strongest in the Informational and Literary Text categories on the LEAP 2025 assessment.
- 8th grade (64%) students are strongest in the Writing Performance category on the LEAP 2025 assessment.
- 3rd grade (60%) students are strongest in the Modeling & Application category and (53%) in the sub-category of Solve Time, Area, Measurement, and Estimation Problems on the LEAP 2025 assessment.
- 4th grade (54%) students are strongest in the Major Content category and (57%) in the sub-category of Compare and Solve Problems with Fractions on the LEAP 2025 assessment.
- 5th grade (51%) students are strongest in the Modeling & Application category and (37%) in the sub-category of Solve Fraction Problems on the LEAP 2025 assessment.
- 6th grade (60%) students are strongest in the Major Content category and (63%) in the sub-category of Ratio and rate on the LEAP 2025 assessment.
- 7th grade (25%) and 8th grade (23%) students are strongest in the Expressing Mathematical Reasoning category on the LEAP 2025 assessment.
- 7th grade (28%) in the sub-category of Expressions and Equalities in Equations on the LEAP 2025 assessment.
- 8th grade (42%) in the sub-category of Radicals, Integer Exponents & Scientific Notation on the LEAP 2025 assessment.
- Algebra I students (100%) strongest in the Major Content category and (91%) in the sub-category Solving Graphically/Rate of Change on the End of Course assessment.

- 4th grade (35%) and 7th grade (50%) students are weakest in the Written Expression category on the LEAP 2025 assessment.
- 5th grade (23%) students are weakest in the Reading Performance and Vocabulary categories on the LEAP 2025 assessment.
- 8th grade (27%) students are weakest in the Knowledge and Use of Language category on the LEAP 2025 assessment.
- 3rd grade (31%) students are weakest in the Major Content and Expressing Mathematical Thinking categories and (36%) in the sub-category of Solve Problems with any Operation on the LEAP 2025 assessment.
- 4th grade (35%) students are weakest in the Modeling and Application category and (29%) in the sub-category of Solve Multi-Step Problems on the LEAP 2025 assessment.
- 5th grade (33%) students are weakest in the Expressing Mathematical Reasoning and (39%) in the sub-category of Solve Fraction Problems on the LEAP 2025 assessment.
- 6th grade (22%) students are weakest in the Modeling & Application category and (24%) in the sub-category of Rational Numbers/Multiply and Divide Fractions on the LEAP 2025 assessment.
- 7th grade (51%) students are weakest in the Major Content category and (51%) in the sub-categories of Expressions, Inequalities, and Equations and Analyze Proportional Relationships & Solve Problems on the LEAP 2025 assessment.
- 8th grade (46%) students are weakest in the Modeling & Application category and (63%) in the sub-category of Analyze Proportional Relationships & Solve Problems on the LEAP 2025 assessment.
- Algebra I students (18%) weakest in the sub-category Interpreting Functions on the End of Course assessment.

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At-Risk Student Groups (SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)	
- Economically Disadvantaged Students Assessment Index increased from 59.8 to 71.8 from 2022 to 2024 on the ELA LEAP 2025 assessment. - SWE Students Assessment Index increased from 34.8 to 38.9 from 2022 to 2024 on the Science LEAP 2025 assessment. - Black/African American Students Assessment Index increased from 25 to 31.1 from 2023 to 2024 on the Math LEAP 2025 assessment.	- Hispanic Students Assessment Index decreased from 55.6 to 50.7 from 2022 to 2024 on the Math LEAP 2025 assessment. - SWE Students Assessment Index decreased from 36.8 to 33.5 from 2023 to 2024 on the Math LEAP 2025 assessment. - Economically Disadvantaged Students Assessment Index decreased from 61.3 to 60.1 from 2023 to 2024 on the Math LEAP 2025 assessment.
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
- The MRA indicates our Academics measure was the strength with the value of a 75. - The subcategory of Empowered Learners was the highest under the Academic measure. The value was 78. - In the 23-24 school year, there was 1 referral out of 199 total referrals in each of the following categories (uses or possesses controlled dangerous substances; writes or draws obscene/profane language/pictures; throws missiles liable to injure others; failure to serve assigned consequence) - In the 23-24 school year, there was 1 incident out of the 199 total referrals in each of the following locations- locker room and parking lot	- The MRA indicates our Culture measure was the lowest measure with a value of 72. - The subcategory of Collective Efficacy was our weakness with a value of 68. - An area of concern on the MRA was Student Goal Support with a value of 69. - In the 23-24 school year, there was 49 out of the 199 total referrals for conduct or habits injurious to his or her associates - In the 23-24 school year, there were 90 out of the 199 referrals that occurred in the classroom
2025-26	
STUDENT ACHIEVEMENT DATA	
All Students	

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- 3rd grade (53%) students are strongest in the Expressing Mathematical Reasoning category and (43%) in the sub-category of Solve Problems with any Operation on the LEAP 2025 assessment.
- 4th grade (61%) students are strongest in the Expressing Mathematical Reasoning category and (61%) in the sub-category of Compare and Solve Problems with Fractions on the LEAP 2025 assessment.
- 5th grade (53%) students are strongest in the Additional and Supporting Content category and (49%) in the sub-category of Operations with Decimals/Read, Write, Compare & Decimals on the LEAP 2025 assessment.
- 6th grade (46%) students are strongest in the Additional and Supporting Content category and (41%) in the sub-category of Expressions, Inequalities, and Equations on the LEAP 2025 assessment.
- 7th grade (44%) students are strongest in the Additional and Supporting Content category and (47%) in the sub-category of Analyze Proportional Relationships & Solve Problems on the LEAP 2025 assessment.
- 8th grade (29%) students are strongest in the Expressing Mathematical Reasoning category and (26%) in the sub-categories of Radicals, Integer Exponents and Scientific Notation and Congruence & Similarity/Pythagorean Theorem on the LEAP 2025 assessment.
- Algebra I (100%) students are strongest in the Major Content category and (100%) in the sub-category of Interpreting Functions on the End of Course Assessment.

- 3rd grade (27%) students are weakest in the Additional and Supporting content category and (34%) students are weakest in the sub-category of Solving time, area, measurement, and estimation problems.
- 4th grade (17%) students are weakest in the Major Content category and (21%) in the sub-category Solve Multistep Problems.
- 5th grade (30%) students are weakest in the Expressing Mathematical Reasoning category and (35%) in the sub-category of Operations with decimals/Read, Write, Compare and decimals.
- 6th grade (27%) students are weakest in the Expressing Mathematical Reasoning category and (27%) in the sub-category Rational Numbers/Multiply and Divide Fractions.
- 7th grade (32%) students are weakest in the Major Content category and (35%) in the sub-category Analyze Proportional Relationships and Solve Problems.
- 8th grade (59%) students are weakest in the Additional and Supporting Content category and (56%) in the sub-category Congruence and Similarity/Pythagorean Theorem.

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)

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- Hispanic Students Assessment Index increased from 50.7 to 65 from 2024 to 2025 on the Math LEAP 2025 assessment. - SWE Students Assessment index from 42.5 to 49 from 2024 to 2025 on the ELA LEAP 2025 assessment. - Hispanic Students Assessment Index increased from 68.2 to 70 from 2024 to 2025 on the ELA LEAP 2025 assessment.	- Economically Disadvantaged Students Assessment Index decreased from 71.8 to 67.2 from 2024 to 2025 on the ELA LEAP 2025 assessment. - SWE Students Assessment Index decreased from 33.5 to 32.6 from 2024 to 2025 on the Math LEAP 2025 assessment. - Economically Disadvantaged Students Assessment Index decreased from 60.1 to 58.9 from 2024 to 2025 on the Math LEAP 2025 assessment.
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SCHOOL CULTURE DATA - MRA

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

- The MRA indicates our Academics measure was the strength with the value of 76. - The subcategory of Empowering Teachers and Empowered Learners were the highest under the Academic measure. The value was 78. - In the 24-25 school year, there was 1 referral out of 222 total referrals in each of the following categories (uses/possesses vaping product, violates off limit area, dishonesty, and writes or draw obscene/profane language/pictures) - In the 24-25 school year, there was 1 incident out of 222 total referrals in each of the following locations- library and music.	- The MRA indicates our Culture measure was the lowest measure with the value of 74. - The subcategory of Collective Efficacy was our weakness with a value of 69. - An area of concern on the MRA remains to be Student Goal Support with a value of 73. - In the 24-25 school year, there were 69 out of 222 total referrals for conduct or habits injurious to his or her associates. - In the 24-25 school year, there were 120 out of 222 referrals that occurred in the classroom.
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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

- Literacy in grades K-3; should see an improvement in # of students scoring at benchmark and above in DIBELS; DIBELS progress monitoring
- Math (Major Content) in grades 3-8; should see an improvement in # of students scoring basic and above in LEAP & # of students mastering type 1 questions on Equip Module and District Checkpoint

Domain: Instructional Leadership

Indicator: Instructional Focus

- schoolwide schedule to maximize instructional time, plans/prioritize my schedule to engage in instructional leadership activities, teachers have access to and effectively use high quality instructional materials, ensure specific roles for all instructional leaders on

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Assessments; Monitor Eureka Module and District Checkpoint Assessments	campus to support teachers and students
2025-26	
- Literacy in grades K-3; should see an improvement in # of students scoring at benchmark and above in DIBELS; DIBELS progress monitoring - Math (Major Content) in grades 3-8; should see an improvement in # of students scoring basic and above in LEAP & # of students mastering type 1 questions on Equip Module and District Checkpoint Assessments; Monitor Eureka Module and District Checkpoint Assessments	Domain: Instructional Leadership Indicator: Meeting Student Needs Engage all teachers in utilizing data to identify students in need and support teachers in adjusting their instruction to meet those needs; Ensure that students have access to rigorous instruction.
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

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8/1/24 (PK-8)	created PLC schedule, established ILT norms, analyzed data, planned first PLC meeting	LEAP & DIBELS data	report at next ILT outcomes of PLC meeting
8/21/24 (PK-2)	Identify the focus area of our yearly school goal, plan for PLC meetings and select student work samples to monitor progress	Student performance data (DIBELS), 7 Mighty Moves book, CKLA Skills manual, NIET Foundational Skills look for tool, CKLA observation tracker	progress monitor DIBELS and analyze scores at next ILT meeting
8/21/24 (3-8)	Brainstorm ideas for a school wide goal that meets our school's needs, create a plan for implementing the modified writing rubric and district checkpoints, introduce NIET rubric to teachers	NIET rubric, modified writing rubric, LEAP data, checkpoint data	get feedback on the teachers use of the modified writing rubric in their classrooms
9/12/24 (3-8)	*canceled due to Hurricane		
9/19/24 (PK-2)	Use school level DIBELS data to create Literacy SAP goal and leadership short term goal, determine areas of student improvement and need based on fluency student work, curriculum specialist presented student workstation ideas to meet the needs of our students	student work, DIBELS data, curriculum specialist	classroom teachers implement workstation ideas the curriculum specialist presented, progress monitor students to get more updated DIBELS data
10/10/24 (3-8)	plan upcoming PLC meetings to lead the analysis of student work and incorporate strategies into high quality instruction to engage and grow our students	data, trends, district checkpoints, scope and sequence, NIET rubric	collect student data and administer district checkpoints as the windows come available

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10/17/24 (PK-2)	debrief from learning walks, analyze PM data and reflect on short term wins	grade level DIBELS data, CKLA Skills manual, NIET Foundational skills look for tool	ILT members will implement plan created within their own classrooms, facilitate PLC meetings
11/14/24 (3-8)	brainstorm ideas to introduce an in depth student work analysis, create a plan for introducing the analysis to teachers and determine the most effective student work to analyze, how are instructional practices meeting the rigor of the standards	data, trends, district checkpoints, scope and sequence, NIET rubric, student work, chromebook	ILT members in their next PLC meeting will talk to teachers about rigor of standards and making sure they are teaching the standards to the depth needed for student success
11/21/24 (PK-2)	understand the student work analysis process, examine standards, compare student work to success criteria, and determine high impact opportunities to increase student achievement	student work, student work analysis protocol handout, Louisiana standards	ILT members will plan for upcoming PLCs and they will teacher their peers in an upcoming PLC about the student work analysis process, this process will be used to analyze student work in all upcoming PLCs
1/9/25 (PK-2)	DIBELS MOY data was analyzed and MOY SAP reflections and goals were developed as a team	DIBELS data (BOY and MOY), SAP	ILT members are choosing per grade level how their grade level will analyze DIBELS data in their upcoming PLC
1/16/25 (3-8)	MOY data was analyzed goals were developed as a team	MOY assessments for 6-8 math, science, social studies, ELA	ILT members are choosing per grade level how their grade level will analyze data in their upcoming PLC.
2/6/25 (PK-2)	ILT team participated in a learning walk using the Activities and Materials and Academic Feedback domains of LER. Based on learning walk feedback, the team calibrated and determined areas of reinforcement and growth.	LER Rubric CKLA Skills Lessons	ILT will intentionally plan opportunities for student to student interaction and share with PLC. ILT team will lead student work analysis for phonics and fluency activities as determined per grade level during PLC.

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2/13/25 (3-8)	By the end of the leadership team meeting, the team will identify the focus area of our yearly school goal. The ILT team will participate in learning walks and discuss findings from observations. The team will plan for PLC meetings and select student work samples that focus on our specific PLC goals to monitor progress.	data Walkthrough tools Scope and Sequence PLC goals	The ILT teams will plan upcoming PLC meetings to lead the analysis of student work and incorporate strategies into high quality instruction to engage and grow our students.
3/20/25 (PK-2)	Applying Science of Reading to target Word Recognition - leaders used high quality materials to target literacy skills and embed engagement strategies; student work analysis; plan PLC	CKLA Skills Curriculum DIBELS Progress Monitor Data Learning Walk Data	ILT members will share learning walk data with their grade level team and lead student work analysis and intentionally plan by embedding engagement strategies into HQM
3/27/25 (3-8)	By the end of the leadership team meeting, the team will reflect on this year's PLC implementation, analyze strengths and areas for growth, and prepare for next year by aligning our PLC structures with the new Louisiana Educator Rubric. Through this discussion, we will identify key improvements to enhance teacher collaboration and student outcomes.	Louisiana Educator Rubric PLC goals Calendar	The ILT team will determine specific adjustments needed to make PLC structures and expectations align with the new LER. The team will discuss the needed resources for our teachers to successfully implement these changes in their PLCs.

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4/10/25 (PK-2)	Analyzed the Instruction domain of LER by reviewing: indicator overview content and curriculum connections evidence of student-centered learning key terms connected to HQM	LER Rubric LER Handbook CKLA Skills	ILT will redeliver to grade levels during PLC. ILT will review DIBELS data and share with team and lead reflections
4/24/25 (3-8)	By the end of the leadership team meeting, the team will review EOY data and set clear structures and expectations for next year's PLC meetings.	Data reports Louisiana Educator Rubric	The team will utilize a PLC protocol that includes work analysis, planning for reteaching/enrichment, and analysis of the LER.
7/30/25 (PK-8)	created PLC schedule, established ILT norms, analyzed data, planned first PLC meeting	LEAP & DIBELS data	report at next ILT outcomes of PLC meeting
9/4/25 (3-8)	Determine the agenda and collaboration ideas for the next PLC	LEAP data, Trends, District Checkpoints, Scope and Sequence, LER Rubric	Redeliver information in PLC meetings
9/25/25 (PK-2)	Analyze Dibels data and determine students' instructional needs	Dibels data (school and district), zones of growth report, progress monitoring data	Review progress monitoring data with teachers to make sure students are on track for MOY Dibels testing
10/16/25 (3-8)	Annotate HQIM lessons for individual students/classes, HQIM Backwards Planning	Trends , District Checkpoints, Scope and Sequence, LER Rubric	Annotate lessons in PLC with teachers
10/23/25 (PK-2)	Examined an annotated lesson as a group, develop an	Steps for annotating lesson plans, HQIM, LER rubric	Created success criteria as a group and determine misconceptions and

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	understanding of annotating lessons with an upcoming lesson		strategies to address in future upcoming lessons
11/13/25 (3-8)	Reviewed 5 PLC questions, district checkpoint assessment protocols	Articles out of the PLC book, district checkpoint assessment protocol guide	Get feedback from grade level teams to see what topics they need in their next PLC
11/20/25 (PK-2)	Reviewed 5 PLC questions, Eureka Catalyst interventions	PLC slideshow; Chromebooks; Great Minds Website	Utilize 5 PLC questions when planning PLC meetings; share Great Minds resources with team
1/22/2026 (PK-2)	Analyzed DIBELS Progress Monitoring data; planned upcoming PLCs using 5 PLC questions and student work	Chromebook - Amplify Learning DIBELS PM data CKLA manuals Eureka manuals	Determine student work to analyze at PLC and success criteria
2/26/26 (PK - 2)	Learning Walks Guiding Question: How can we develop the necessary steps toward gaining clarity for learning? Identify the Need: Are learning intentions connected to the standard? How do we utilize success criteria to clarify how students can be successful?	● Success Criteria slideshow ● Evidence collection handouts ● CKLA lesson plans	Determine how to utilize learning walk data, lesson plans, and standards to create success criteria in PLC.
5/7/26 (PK - 2)	Analyzed EOY DIBELS data, completed SAP reflections and plan for next year; created master schedule for next school year	Chromebook ILT Slideshow DIBELS EOY and Trend data Amplify DIBELS/CKLA Implementation guide Scheduling priorities list Master schedule template	Review master schedules to ensure that core instruction and literacy are prioritized

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, Lee Road Jr. High School will increase the SPS from 82 to 82.5 through a focus on Literacy in grades K-3 and Math (Major Content) in grades 3-8.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
82	82.5	82	82.5
	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS

Assessment Index (AI)

- What is your current AI in –
 - ELA? 78.5
 - Math? 67.8
 - Science? 67.3

Progress Index (PI)

- What is your current PI in –
 - ELA? 54.7 Percent Proficient
 - Math? 44.3 Percent Proficient
 - Overall? 83.5

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○ Social Studies? 2023= 58.7 ○ Overall? 71.2 ● Where are there opportunities for growth? Math- Major Content and Additional & Supporting Content; DIBELS- K-3	● Where are there opportunities for growth? Math- Major Content and Additional & Supporting Content; DIBELS- K-3
Interests and Opportunities (I/O) ● What is your current I/O? 150/150 ● Where are there opportunities for growth? We aim to deepen the effectiveness of existing programs by refining alignment with individual student passions, diversifying access across all grade levels, and embedding long-term sustainability practices.	DCAI (Jr. Highs ONLY) ● What is your current DCAI? 138.1 ● Where are there opportunities for growth? To support long-term outcomes for our students, we aim to strengthen early academic intervention for students at risk of falling behind, particularly in literacy and numeracy as well as Increase alignment between middle school curricula and high school expectations, especially in core subjects.
2025-26 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?

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 Goals
- Priority Goal #2 (Academics) - Math (4-8)
- Priority Goal #3 (Academics) - Literacy (K-2)

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Lee Road Junior High School will increase the MRA sub-measure Student Goals from 69 to 89 through a focus on individual goal setting.

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2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
69	76	74	83	76	89	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there?

- LIM Lighthouse start with their students to set and track academic goals in the 1st and 2nd 9 weeks
- LIM Lighthouse will use PLC to lead other teachers in setting and tracking academic goals with their students.
- By the end of the 2024-25 school year, all students will be setting and tracking academic goals.

Purchased Resources to Support Priority Goals

Professional Development Offered

- Faculty PD (Jan 6) led by LIM team explaining the value is student's setting academic goals and how to track goals
- PLC meetings- how to track student data in the classroom and individually
- Weekly LIM lessons made available to faculty/ staff to be taught to students
- Monthly Newsletter sent to parents explaining MRA survey and it's purpose
- Leader in Me Core 2 PD 1/5/2026

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?

- % of students actively tracking academic WIG will be documented. Teachers will guide students in setting academic goals (WIGs) based on BOY diagnostic and unit test data. Students should be documenting their progress monitoring data and unit test data to determine if growth goals are being met.

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
	0	25%	35%	50%	50%	75%	75%
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

LIM staff lighthouse implemented goal setting with their students (appr. 35% of all students are currently engaged in academic goal setting). At our October 2024 faculty meeting, the lighthouse teachers presented goal tracking to all faculty. The teachers presenting were Jr high science and a kindergarten teacher so that faculty could see it spans all grade levels. Our SAP goal was presented in PLC. The teachers created a WIG that matches the SAP goal and then it will trickle down to all student goal setting by January 2025.

Quarter 2 Reflection –

At our January 2025 Faculty PD meeting, lead members of the staff lighthouse team presented examples of students tracking their data individually and whole class tracking; shared tracking sheets via google that teachers could make their own

Quarter 3 Reflection –

PLC groups discussed student data and ways to display the data in the classroom using the Illuminate “color system” as a guide; overall goal is being met, but not as many teachers and students tracking as we would like.

End of year Reflection –

This goal was **met**, with just at 75% of students engaging in goal-setting and tracking by the end of the academic year. This marks an important first step in fostering a culture of student-led growth. However, this initial success also highlighted areas for improvement:

- Many students participated at a **surface level**, indicating a need for deeper understanding of the “*Begin with the End in Mind*” and “*Put First Things First*” habits.
- There was **inconsistent implementation** across classrooms, suggesting the need for more structured supports and teacher modeling.

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Next Steps:

- Provide additional **professional development** for teachers on integrating goal tracking more meaningfully into daily instruction.
- Introduce **peer sharing opportunities** for students to reflect on their goals and progress.
- Create a **schoolwide system** for monitoring and celebrating progress toward personal goals.

2025-26

Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
	74	76	93	93	94	94	76
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Management Mondays has been added to the LIM program in order to provide a designated time for students to set, reflect, and adjust academic goals as necessary. A survey was created for teachers to assess how many students are actively tracking their goals. From that we were able to obtain that 93% are actively tracking their academic goals which far exceeds our expectations.

Quarter 2 Reflection-

At the end of the 2nd qtr, our students maintained their goal and due to effectively implementing management Mondays, students are also reflecting on their progress towards success.

Quarter 3 Reflection –

At the end of the 3rd qtr, our students continued to utilize Management Mondays as a designated time to track and reflect on goal attainment.

End of year Reflection –

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After reviewing the results of the 2026 MRA Survey, the Overall LIM Score is 76. Although we did not meet our 2026 goal of 83, we did improve from the 2025 MRA Survey by 2 points.

- **School Goals** increased by 6 from 74 to 80. Students have annual goals where teachers play a meaningful role. Progress was regularly tracked during Management Mondays.
- **Trusting Relationships** decreased by 4 from 76 to 72. Students reported that they didn't have one teacher they felt comfortable with and could connect to.

Next Steps:

- Continue to implement **Management Mondays** to manage and reflect on goals.
- Create a **schoolwide system** where students and teachers celebrate each other's progress toward personal and academic goals.
- Lighthouse Team Members could model and facilitate student understanding of terminology on the **MRA Survey**.
- Mid-Year survey will be completed by the students and will focus on **School Goals** and **Trusting Relationships**.

2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
	76	83					
			Met Goal?		Met Goal?		Met Goal?

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	Y N		Y N		Y N
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Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal

From Fall 2024 to Fall 2027, **Lee Road Jr. High** School will increase the **Math percent proficient in grades 3-8** from **44.3** to **48** through a focus on **the sub-category Major Content by analyzing student work, progress on Eureka module assessments, iready diagnostic and interim assessments, and District Checkpoint assessments to make instructional decisions.**

	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
All Students	44.3	47.6	47	48
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				

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SWE	21.5	26	36.1	39.6
		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?	0	5	8	12
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?	33.7	42	45.5	49
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Hispanic/ Latino	40.9	44.6	68.5	72
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
ED	29.6	34.1	62.4	65.9
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

- Create a schoolwide schedule to maximize instructional time, plan engaging, student-led lessons, and utilize high quality instructional materials.
- Students will participate with the digital iReady program designed to measure growth and build gaps in individualized learning.
- To involve parents, a Math Fair will be held in Spring of 2026.

Use [“Purchased Resources to Support Priority Goals”](#) document from above

Professional Development Offered
i-Ready PD provided by i-Ready representatives (8/23, 10/23, 2/17) Learning Walk observational data presented at ILT/ PLC meetings PLCs led by ILT members (24-25 school year) Curriculum Specialist present at PLC (differentiation in the inclusion classroom) (11/7; 11/21) District led Eureka and i-Ready PDs Success Criteria 9/8/2025 Unpacking Module Assessments 1/15/2026

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?

- i-Ready and Eureka Benchmark data will be used as criteria to determine success based on short term quarterly wins and yearly goals.
 - Quarterly goals will be focused on improving specific i-Ready and Eureka measures.
 - The yearly goal focuses on proficiency of the total population and grade levels on the EOY i-Ready and Eureka assessments.
- Students who are recognized as below on equip assessments will work in small groups with the teacher to fill in learning gaps and will utilize MyPath intervention. All students will be progress monitored to determine progress towards the short term win.
 - Data will be analyzed to determine if students are on track for success based on individual goals set in i-Ready.
 - We will know that efforts are making an impact by reviewing the percent of students who are progressing on or above grade level.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results (BOY)	2 nd Quarter STW	Results (MOY)	3 rd Quarter STW	Results
	44.3	46.7	48.4%	49.1	53.7%	51.5	52.2%
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

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Quarter 1 Reflection –

Checkpoint 1 District Assessment is in progress or not yet started. i-Ready Diagnostic not yet started. Data will be analyzed upon completion. Teachers are progress monitoring using i-Ready lessons and end of module assessments.

*Results (BOY)- 22% proficient in grades 6th-8th grade according to the i-Ready Diagnostic (6th- 19%, 7th- 33%, 8th- 13%); 3rd-5th grade BOY data was taken from previous school year's EOY assessment resulting in 75.2% proficient (3rd- 90.9%, 4th- 73.4%, 5th- 61.2%)

Quarter 2 Reflection –

District Checkpoint 2 Results (MOY)- 65.1% proficient in 3rd- 5th grades (3rd- 83.1%, 4th- 68.5%, 5th- 43.8%); i-Ready Results (MOY)- 42.3 % proficient in 6th- 8th grades (6th- 55%, 7th- 49%, 8th- 23%)= 53.7% proficient on MOY assessment for grades 3rd- 8th

Quarter 3 Reflection –

District Checkpoint 3 Results (EOY)- 48% proficient in 3rd- 5th grades (3rd- 57%, 4th- 61.1%, 5th- 25. 8%); i-Ready Results (EOY)- only 6th grade completed assessment with 65% proficient= 52.2% proficient on EOY assessment for grades 3rd-6th

End of year Reflection –

We met the overall proficiency goal in math for the year, reflecting the dedication of our educators and the persistence of our students in striving toward academic growth. However, our proficiency data was compiled from multiple assessment sources, which, while useful in providing a broad perspective, presented challenges in ensuring consistency and comparability across grade levels and student groups. To strengthen the reliability and clarity of our data moving forward, we recognize the need to encourage a single, schoolwide assessment tool for measuring math proficiency. This will allow for more accurate tracking of student progress, more consistent instructional planning, and clearer communication of results to all stakeholders. By refining our approach to data collection, we aim to build on this year's success and ensure that our math instruction and progress monitoring remain both rigorous and reliable.

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

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	44.3	46.7	43%	50%	69.33%	75%	
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Checkpoint 1 District Assessment is in progress or not yet started. i-Ready Diagnostic not yet started. Data will be analyzed upon completion. Teachers are progress monitoring using i-Ready lessons and end of module assessments.
 *Results (BOY)- 18% proficient in grades 6th-8th grade according to the i-Ready Diagnostic (6th- 30%, 7th- 19%, 8th- 6%); 3rd-5th grade BOY data was taken from previous school year's EOY assessment resulting in 67.6% proficient (3rd- 87.1%, 4th- 54.4%, 5th- 61.2%)

Quarter 2 Reflection –

iReady Diagnostic 67.86% proficient in 3rd-5th (3rd -70.9%; 4th - 65.6%; 5th -67.09%) 53.97% proficient in 6-8 (6th- 51.19; 7th- 69.05%; 8th - 41.67

Quarter 3 Reflection –

End of year Reflection –

This year, the school successfully achieved its overall mathematics proficiency target, demonstrating the commitment of teachers and the determination of students to make meaningful academic progress. As part of our continuous improvement efforts, the school continues to work toward implementing a unified assessment system to measure math proficiency schoolwide. Establishing a common assessment tool enhances the accuracy of progress monitoring, supports more cohesive instructional decision-making, and provides stakeholders with clearer, more dependable data. By strengthening our assessment practices, we will continue to build upon current achievements while ensuring that math instruction and student growth are measured with greater consistency and precision.

2026-27

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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 –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Lee Road Junior High School will increase the DIBELS proficiency from 49% to 70% through a focus on reading proficiency.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
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All Students	49	Goal -60%; Actual - 70%	Goal - 65%; Actual 69%	70
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	K - 0% 1 - 14% 2 - 20% 3 - 0%	K - 10%; Actual 17% 1 - 24%; Actual 13% 2 - 30%; Actual 50% 3 - 10%; Actual 29% 35% K-3 improved 1 level	K - 15%; Actual 38% 1 - 20%; Actual 18% 2 - 35%; Actual 38% 3 - 15%; Actual 15% 15% K-3 improved 1 level	
		Met Goal? K - Y N 1 - Y N 2 - Y N 3 - Y N	Met Goal? K - Y N 1 - Y N 2 - Y N 3 - Y N	Met Goal? Y N
EL	50%	55%; Actual 50%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	K - 0% 1 - 0% 2 - 0% 3 - 0%	K - 5%; Actual 19% 1 - 5%; Actual 16% 2 - 5%; Actual 13% 3 - 5%; Actual 6% 52% K-3 increased 1 level	K - 10%; Actual 47% 1 - 10%; Actual 5% 2 - 10%; Actual 6% 3 - 10%; Actual 12% 35% K-3 increased 1 level	
		Met Goal? K - Y N 1 - Y N 2 - Y N 3 - Y N	Met Goal? K - Y N 1 - Y N 2 - Y N 3 - Y N	Met Goal? Y N
Lowest 25% in Math?				

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		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

- **Targeting Skills from DIBELS Inside Core Instruction (8/21; 9/19)** - Emily Mull (ELA Curriculum Specialist) presented to ILT team to lead intentional planning during PLC.
- **7 Mighty Moves Book Study (School Year)**- Focusing on fluency, sight words, and phonics moves to adjust core instruction and plan small groups
- **Scholastic Pre-K On My Way Visit 1 (10/8; 11/13; 1/29; 3/26)** - A representative from Scholastic modeled a literacy lesson for teachers, provided support during whole group story time, and debriefed and reflected with teachers after the whole group lesson.
- **ILT Learning Walks (10/17; 2/6)** - CKLA Skills learning walks utilizing NIET Foundational Skills Look-For tool to determine need for intentional planning during PLC; CKLA Skills learning walks to look for engagement strategies embedded into curriculum
- **Utilizing CKLA Skills to Plan Centers and Small Groups (10/24)** - Emily Mull (ELA Curr Specialist) facilitated a guided planning for small groups and centers using CKLA instructional materials
- **LDOE PD - Applying the Science of Reading in Core Instruction Targeting Word Recognition Strands (3/20)** - ILT team participated in the LDOE PD to enhance core instruction through engagement strategies based on literacy screener measures and Science of Reading <https://www.youtube.com/watch?v=CcvTxBn79MY>
- **Success Criteria (9/8/25)** - Differentiated between learning goals and success criteria. Review upcoming lessons to determine success criteria
- **High Frequency Words Activities (9/25/25)** - Emily Mull presented connections between WRF and ORF and teaching high frequency words. Teachers explored resources for high frequency words in the Google Classroom.

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?

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- **DIBELS Benchmark and Progress Monitoring data will be used as criteria to determine success based on short term quarterly wins and yearly goals.**
 - Quarterly goals will be focused on improving specific DIBELS measures.
 - The yearly goal focuses on proficiency of the total population and grade levels on the EOY DIBELS Literacy Screener.
- **Students who are Below Benchmark will be progress monitored bi-weekly to determine if efforts are making an impact. All students will be progress monitored quarterly to determine progress towards the short term win.**
 - Data from progress monitoring will be analyzed to determine if students are on track for success based on individual goals set in MClass.
 - We will know that efforts are making an impact by reviewing the percent of students who are progressing on or above the aimline in the progress section.
- **Student actions during the literacy block include: segmenting words, blending words, decoding phonetically-spelled and irregular words, reading decodable text, reading text fluently and accurately.**

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
DIBELS PM	49% of K-3 Benchmark and Above in Fall 2024	K -45% 17 CLS 1 - 56% 9 WRC 2 - 46% 64 ORF 3 - 60% 89 ORF	K -43% 17 CLS 1 - 64% 9 WRC 2 - 56% 64 ORF 3 - 55% 89 ORF	55% K-3 Benchmark MOY K - 50% 25 CLS 1 - 64% 14 WRC 2 - 56% 78 ORF 3 - 60% 105 ORF	65% K-3 Benchmark MOY K - 78% 25 CLS 1 - 55% 14 WRC 2 - 56% 78 ORF 3 - 51% 105 ORF	K - 72% 5 WRC 1 - 60% 15 WRC 2 - 58% 86 ORF 3 - 60% 109 ORF	K- 77% 5 WRC 1 - 64% WRC 2 - 66% ORF 3 - 39% ORF
			Met Goal? K Y N 1 Y N 2 Y N 3 Y N			Met Goal? WS Y N K Y N 1 Y N 2 Y N 3 Y N	Met Goal? K Y N 1 Y N 2 Y N 3 Y N

Quarter 1 Reflection – The ILT team determined that we were able to see an overall increase in achievement. By focusing on specific skills and having a goal, we were able to see an increase in performance of letter sounds, decoding, and fluency. In addition, teachers were able to see the connections between the high quality instructional materials and the literacy screener through intentionally planning during PLCs. The schedule change of teaching

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reading skills in the morning has increased student engagement. Whole class fluency will be incorporated into the 3rd grade schedule to work on fluency and accuracy.

Quarter 2 Reflection –

By digging deeper into the core curriculum, the school benchmark proficiency increased 16%. Teachers utilized additional support and pausing points within the CKLA curriculum for interventions, high dosage tutoring, and independent practice through stations. Kindergarten students showed significant growth in phonemic awareness due to Heggerty and CKLA going hand-in-hand with developing foundational skills. 1st grade students grew in all literacy measures. They will continue to work on phonics to develop decoding and fluency skills. 2nd grade used goal tracking for fluency and focused on skills within connected text.

Quarter 3 Reflection –

K-2 grades met their 3rd quarter short term goal. ILT and PLC meetings focused on connections between the high quality curriculum and literacy screener measures to ensure we were planning intentionally and focused on the basic reading skills. K and 1st grade are showing improvement in decoding skills, which we hope transfers to word reading and oral reading fluency. Students are focused on meeting their goals for word reading and fluency. 3rd grade did not meet their target goal despite incorporating fluency practice daily. Teachers will continue to look for opportunities within Guidebooks to meet fluency needs.

End of year Reflection –

K-3 students exceeded expectations in several key areas, demonstrating both growth and areas for continued focus. Our original goal was to have at least 60% of students meet literacy proficiency benchmarks, and we surpassed this goal by 10% with 70% K-3 students scoring proficiency and above. The most encouraging piece of data was that 52% of students who initially scored in the bottom 25% of each grade level increased at least one proficiency level by the end of the year. The key to our success was a consistent and focused approach to literacy. By prioritizing reading instruction at the beginning of the day, we ensured that students had the focus to engage in meaningful learning right from the start. Professional development and PLC (Professional Learning Community) meetings focused on effective implementation of the CKLA (Core Knowledge Language Arts) and Guidebooks curricula. These sessions allowed us to stay aligned with the high-quality curricula and literacy screener measures while adjusting our practices to meet the needs of our students. Additionally, intentionally planning time for learning stations gave students opportunities to practice literacy skills in a hands-on and collaborative way. Another important factor was our focus on goal-setting. Each student set personal goals, and teachers worked closely with them to develop strategies for meeting those goals, creating a sense of ownership and responsibility for their own learning. After digging deeper into the data, it was evident that our focus on phonemic awareness and phonics grew our students as readers. We will

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need to continue to focus on applying phonics skills through decodable texts to improve reading fluency across all grade levels. This data will continue to guide our efforts in future years. We've made significant strides, but there's still room to grow.

2025-26							
Goal and Data Used	Baseline	1st Quarter STW	Results	2nd Quarter STW	Results	3rd Quarter STW	Results
DIBELS PM	53% of K-3 Benchmark and Above in Fall 2025 K- 36% 1 - 50% 2 - 62% 3 - 69%	K -60% 20 PSF 1 - 64% 10 WRC 2 - 55% 60 ORF 3 - 62% 89 ORF	K- 78% 20 PSF 1 - 69% 10 WRC 2 - 65% 60 ORF 3 - 54% 89 ORF	K - 50% 25 CLS 1 - 64% 14 WRC 2 - 70% 78 ORF 3 - 60% 105 ORF	K - 72% 25 CLS 1 - 54% 14 WRC 2 - 56% 78 ORF 3 - 58% 105 ORF 63% K-3 Benchmark MOY K - 68% 1 - 55% 2 - 60% 3 - 64%	K - 72% 5 WRC 1 - 60% 15 WRC 2 - 58% 86 ORF 3 - 60% 109 ORF	69% K-3 Benchmark and Above Spring 2026 K - 79% 1 - 64% 2 - 65% 3 - 66%
			Met Goal? K Y N 1 Y N 2 Y N 3 Y N		Met Goal? K Y N 1 Y N 2 Y N 3 Y N		Met Goal? Y N

Quarter 1 Reflection –

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The ILT team determined that we were able to see an overall increase in achievement. By focusing on specific skills and having a goal, we were able to see an increase in performance of letter sounds, decoding, and fluency. In addition, teachers were able to see the connections between the high quality instructional materials and the literacy screener through intentionally planning during PLCs. Collaboration teams of teachers, tutors, and the interventionist pull students according to needs in order to increase literacy skills and fluency. Beginning the second quarter, whole class fluency will be incorporated into the 3rd grade schedule to work on fluency and accuracy. Kindergarten teachers determined that PSF goals have been surpassed in the 1st quarter and will begin tracking CLS for the 2nd quarter.

Quarter 2 Reflection –

MOY DIBELS data shows that K met their instructional goal while 1st - 3rd grade have shown improvement without meeting the goal. We will focus on core instruction to strengthen our students' reading foundational skills. We will deep dive into the HQIM and connect it to literacy measures to help us meet our goal at the end of the year.

Quarter 3 Reflection –

Kindergarten and 1st grade met their decoding goals during the 3rd quarter. This progress reflects the impact of consistent phonics instruction, targeted intervention groups, and frequent progress monitoring aligned to foundational literacy skills. Students demonstrated growth in word recognition and decoding accuracy, indicating that instructional practices and intervention supports are effectively building early foundational skills. While 2nd and 3rd grade students demonstrated growth in oral reading fluency, both grade levels did not meet their 3rd quarter fluency goals. Students need additional support with automaticity and pacing in connected text reading. Instructional teams have increased opportunities for repeated reading, fluency practice within core instruction, and targeted small-group interventions focused on oral reading fluency. Teachers are also utilizing DIBELS progress-monitoring data to identify specific student needs and adjust instruction accordingly

End of year Reflection –

After analyzing our EOY data, the ILT team found success with building all literacy skills (phonemic awareness and phonics decoding) throughout all grade levels. Next year, we will focus on word reading and oral reading fluency across all grade levels. Purposeful targeted support was effective in growing our students from BOY to EOY. We focused on core curriculum and dove into the HQIM resources during PLC meetings. We will also utilize our enrichment team to build foundational skills.

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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).

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:

Goal #1- Open House (PK-8) 9/23/24: Parents were provided informational flyers on ELA, Math, Science, and Social Studies curriculums. The SAP goals were presented in each homeroom class; SAP goals were presented in the JH assembly prior to Open House.

Goal #1- Veterans Day Program 11/11/24: Veterans from the community were invited to attend our annual Veterans Day program to honor them and their sacrifices for our country.

Goal #1- Pri-Merry Christmas Program (K-1)12/13/24: The community is invited to attend our annual Primerry Christmas program to watch grades Kindergarten and 1st grade perform the holiday classics.

Goal #1- Junior High Scheduling Night (6-7): Future junior high students and their parents are invited to attend an informational session in the evening about the elective and class options before they make decisions about their child's schedule for next school year.

Goal #2- Math Fair (all grades)

Goal #2- 3rd grade Christmas Shirt PFE

Goal #3- DIBELS and Dominos (K-3) 2/7/2025: An event designed to support parents in understanding the DIBELS 8 Literacy Screener. Parents and their children completed hands-on activities together that were connected to literacy screener measures.

2025-26:

Goal #1 - Open House (PK-8) 9/3/25: Parents were provided informational flyers on ELA, Math, Science, and Social Studies curriculum. The SAP goals were presented in each homeroom class. SAP goals were presented in the JH assembly prior to Open House

Goal #1 - Pri-Merry Christmas Program (K-1) 12/12/25: The community is invited to attend our annual Pri-Merry Christmas program to watch grades Kindergarten and 1st grade perform the holiday classics.

Goal #2 - Math Fair (K-8) 3/3/2026 - The community and all students participated in a math fair with problem-solving activities including the mathematical practices.

Goal #3 - DIBELS and Dessert (K-3) 10/9/25; 10/17/25; 10/31/25: An event designed to support parents in understanding the DIBELS 8 literacy screener. Parents and their children completed hands-on activities together that were connected to literacy screener measures.

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:

When DIBELS and Dominoes was over, parents were asked to complete a survey through Survey Monkey by downloading a QR code. Feedback that was received suggested that parents get information earlier in the year and materials that fit their particular child's needs. Most parents appreciated the information and felt comfortable using materials at home to support their child.

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2025-26:

As a DIBELS committee, it was decided to make the event more intimate by having activities in homeroom classrooms versus the gym and with multiple grade levels. Teacher feedback stated that parents enjoyed working in a smaller setting with their child and expectations were more clear. Parents had more clarity surrounding their child's expectations on the DIBELS literacy screener. This PFE was also scheduled during the 1st quarter so that parents had information at the beginning of the year.

2026-27:

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

2024-25:

Open House, DIBELS and Dominos, weekly newsletters, VIP assessment folders, Kindergarten district letter explaining the standards and grading policy, IASP plans.

2025-26:

Open House, DIBELS and Desserts, weekly newsletters, VIP assessment folders, Kindergarten district letter explaining the standards and grading policy, IASP plans, Home Connect from CKLA Knowledge and Eureka.

2026-27:

Transitions for Incoming and Outgoing Students

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

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2024-25:

Outgoing students - Students take their personal belongings along with the current curriculum's consumable items.

Incoming students - Teachers collect information from previous school/teacher, students receive any items needed for instruction.

2025-26:

Outgoing students - Students take their personal belongings along with the current curriculum's consumable items.

Incoming students - Teachers collect information from previous school/teacher, students receive any items needed for instruction.

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?*

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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?*