

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	
According to 24-25 BOY DIBELS data, 80% of 1 st grade students are at or Above Benchmark and 73% of 2 nd grade students are at or Above Benchmark when looking at their composite scores. According to 23-24 EOY Illuminate data, 66.8% of our students showed proficiency in math.	According to BOY DIBELS data, 45% of Kindergarten students are at or Above Benchmark when looking at their composite scores.
At-Risk Student Groups (SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)	
SWE- 46% At or Above benchmark ESL- 56% At or Above Benchmark	SWE- According to BOY DIBELS data, 54% of SWE students are Well Below or Below level when looking at composite scores. ESL- According to BOY DIBELS data, 44% of ESL students are Well Below or Below level when looking at their composite scores.
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
Based on data from the 23-24 school year, 94% of our student population did not receive a discipline referral.	
2025-26	
STUDENT ACHIEVEMENT DATA	
All Students	

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According to 25-26 BOY DIBELS data, 70% of 1st grade students are at or Above Benchmark and 77% of 2nd grade students are at or Above Benchmark when looking at their composite scores. According to 25-26 BOY Illuminate data, 88% of our students showed proficient or highly proficient in math.	According to BOY DIBELS data, 44% of Kindergarten students are at or Above Benchmark when looking at their composite scores. According to EOY DIBELS data, an increase of 40% of students in Kindergarten are at or Above Benchmark based on composite scores.
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)	
SWE- 49% At or Above benchmark ESL- 85% At or Above Benchmark	SWE- According to BOY DIBELS data, 51% of SWE students are Well Below or Below level when looking at composite scores. ESL- According to BOY DIBELS data, 15% of ESL students are Well Below or Below level when looking at their composite scores. EL- According to EOY DIBELS data, 84% of EL students are now at or Above Benchmark when looking at composite scores.
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
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)	

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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

School mission, vision and strategic goal setting: Goal Setting and Monitoring

Increasing our utilization of data to make decisions that will drive our instruction. We want to focus on teachers accessing curriculum-based resources as a means of data points to help inform instructional practices. The data we would like to see continue to be used - DIBELS, Amira, CBA, Equip, Reflex, mClass, Boost, etc. As a result of utilizing these data points, we should see test scores increase (Equip, DIBELS, etc.)

2025-26

School mission, vision and strategic goal setting: Goal Setting and Monitoring through Leader in Me guidance and incentives.

Continue to increase our utilization of data to make decisions that will drive our instruction. We want to focus on teachers accessing curriculum-based resources as a means of data points to help inform instructional practices. The data we would like to see

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	continue to be used - DIBELS, Amira (EL students), CBA, Equip, Reflex, Lexia, mClass, etc. As a result of utilizing these data points, we should see test scores increase (Equip, DIBELS, etc.)
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
9-19-24	Reviewed SAP goals; Discussed school-wide data to include DIBELS, MRA, and Behavior; Discussed PLC feedback	Teacher Input; Computer; Data Reports from online platforms	Next ILT Meeting scheduled on 10/16/24
10-16-24	Reviewed and finalized SAP goals; Discussed and reviewed EOP Plan; Brainstormed artifacts needed for SAP; Discussed PLC feedback	Teacher Input; Computer; Data Reports from online platforms	Next ILT Meeting scheduled on 11/8/24

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11-8-24	Reviewed SAP information; PLC 1st Semester Recap; Reviewed EOP plan; 2nd Semester Calendar Review	Teacher Input; Computer; Data Reports from online platforms	Next ILT Meeting scheduled on 2/20/25
2-20-25	PLC recap; SAP Reflection; School Theme 25-26 School Year; Cultural Arts Day; 1st Semester Review	Teacher Input; Computer; Data Reports from online platforms	Next ILT Meeting scheduled on 3/19/25; Review Coaching Day Information
3/13/25	Coaching Day-reflected on yearly progress; set Big Rocks for next school year (Leadership Portfolios); prepare for LIM Symposium	LIM Coach; ILT members; schoolwide data	April ILT 4/24/25; LIM Symposium 5/14/25
5/15/25	ILT Reflection & Planning	ILT members; PTA members; 25-26 calendar; grade level feedback	Next meeting: 25-26 school year
10/23/25	Reviewed SAP goals; discussed school-wide data to include areas of ELA, Math, & Written Expression data; Discussed PLC feedback; discussed MRA data; Reviewed the school mission statement, in addition to the school counseling mission and vision statements.	ILT members; grade-level specific PLC agendas for review; DIBELS data (whole school composite scores; grade level composites and individual measures breakdown; school website access for statement reviews	Next ILT meeting scheduled for 11/20/25
11/20/25	Reviewed SAP goals; discussed where each grade level is at in targeting areas needed to develop growth; PLC wrap-up; BOY testing review of data (DIBELS, Math Readiness, Numeracy information for test prep); Math Learning Night; discussed theme, community support, activities for families; SPS score reviews- MES is an A-rated school!!!	ILT members; grade-level specific PLC agendas for review; Test prep and testing environment information for presentation; Math Learning Night flyer; SPS score breakdown for review	Next ILT meeting scheduled for 2/26/26 (will review January & February PLC information)
2/26/26	Reviewed SAP goals; discussed PLC grade level specifics relating to identified targeted areas; PreK Preview- Will be held in July 2026 (3) 1 hour sessions to allow parents	ILT members; grade-level specific PLC agendas for review and recap; Test prep for EOY	Next ILT Meeting- 3/19/26

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	to learn PreK expectations and children to experience social interactions with potential peers; District Checkpoint review; Review of District Checkpoint Protocols; DIBELS, Numeracy, ELPT, Kindergarten Dyslexia screener overviews; Calendar events review		
3/19/26	Reviewed SAP goals; discussed PLC grade level specifics relating to identified targeted areas; Planning for upcoming events- Grad Walk; Minnow Memory Walk; Kinder Graduation Ceremonies; Leader in Me Summer Camp date; Test Security; 26-27 School Theme	ILT members; grade-level specific PLC agendas for review and recap; Test prep for EOY	Next ILT Meeting- 4/23/26
5/14/26	Reviewed SAP goals; 26-27 Calendar Planning with PTA; Magnificent Minnow criteria; MRA Results	ILT members; grade-level specific PLC agendas for review and recap; Leader in Me (MRA)	Next ILT Meeting- 9/22/26

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?

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- *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, Madisonville Elementary School will increase the SPS from 90.2 to ____ through a focus on ____ (use school improvement focus area listed above).

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
90.2 A	92.5 A		
	Met Goal? Y	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS

Assessment Index (AI)

- What is your current AI in –
 - ELA-
 - Math?
 - Science?
 - Social Studies?
 - Overall?
- Where are there opportunities for growth?

Progress Index (PI)

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

Interests and Opportunities (I/O)

- What is your current I/O?
 - STPSB Fair Booth
 - The Arts- School offers 45 minutes of art instruction to students per week.
 - Physical Education is offered each week.
 - STEM

DCAI (Jr. Highs ONLY)

- What is your current DCAI?
- Where are there opportunities for growth?

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Where are there opportunities for growth? 150/150pts obtained. Teachers will continue to learn more about the science curriculum through professional development opportunities.	
ACT Index (High Schools ONLY) - What is your current ACT index? - Where are there opportunities for growth?	Strength of Diploma Index (SOD) (High Schools ONLY) - What is your current SOD? How many students/What percent earned- 160? 150? 115? 110? 100? - Where are there opportunities for growth?
Graduation Rate (High Schools ONLY) - What is your current grad rate? - Where are there opportunities for growth?	Graduation Rate Index (High Schools ONLY) What is your current grad rate index?
2025-26 Components of SPS	
Achieve Index (AI) - What is your current AI in – - ELA- 71.9 - Math- 55.3 - Science- 47.2 - Social Studies- 54.9 - Overall? - Where are there opportunities for growth?	Growth Index (GI) - What is your current GI in – - ELA- 54.6 - Math- 50.1 - Lowest 25% in ELA- 59.3 - Lowest 25% in Math- 53.6 - ELL population- 53.3 - Overall? - Where are there opportunities for growth?

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Thrive Index (TI) (High Schools ONLY) • What is your current overall TI? • Where are there opportunities for growth?	Readiness on Nationally Recognized Exams (High Schools ONLY) • What is your current percentage of students earning at least- ○ ACT of 20? ○ SAT of 1040? ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? • Where are there opportunities for growth?
University Accelerator (High Schools ONLY) • What is your current overall percentage? • Where are there opportunities for growth?	Career Accelerator (High Schools ONLY) • What is your current overall percentage? How many students/What percent earned- ○ Basic bundle + internship? ○ Advanced credential + internship? ○ 2 years of FF-aligned registered apprenticeship? ○ Certificate of technical studies in high wage/high demand 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?
2026-27 Components of SPS	

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Achieve Index (AI) • What is your current AI in – ○ ELA? ○ Math? ○ Science? ○ Social Studies? ○ Overall? • Where are there opportunities for growth?	Growth Index (GI) • What is your current GI in – ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall? • Where are there opportunities for growth?
Thrive Index (TI) (High Schools ONLY) • What is your current overall TI? • Where are there opportunities for growth?	Readiness on Nationally Recognized Exams (High Schools ONLY) • What is your current percentage of students earning at least- ○ ACT of 20? ○ SAT of 1040? ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? • Where are there opportunities for growth?
University Accelerator (High Schools ONLY) • What is your current overall percentage? • Where are there opportunities for growth?	Career Accelerator (High Schools ONLY) • What is your current overall percentage? How many students/What percent earned- ○ Basic bundle + internship? ○ Advanced credential + internship? ○ 2 years of FF-aligned registered apprenticeship? ○ Certificate of technical studies in high wage/high demand industry? • Where are there opportunities for growth?

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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?
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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) – School Climate
- Priority Goal #2 (Academics) – Math
- Priority Goal #3 (Academics) – DIBELS (Reading)

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Madisonville Elementary School will increase the MRA sub-measure School Climate from 79% to 85% through a focus on recognizing and encouraging students to see their leadership potential.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
79%	79-85%	84%	84-86%	85%	85-87%	
	Met Goal? Y		Met Goal? Y		Met Goal? Y N	

How are we going to get there? Ambassador training for students, Ambassador program, Morning Meeting, Morning Meeting Lessons, Student Lighthouse Team, Staff Lighthouse Team meetings, ILT meetings, incorporating 7 Habits language in all settings, LIME and SLIME boards, classroom and school wide incentives, counseling lessons, classroom mission statements, relationship agreements, daily student leadership roles, family nights, PTA support for Creekside Clubhouse, and focusing on the paradigms

Purchased Resources to Support Priority Goals: Ambassador vests & t-shirts for students, ambassador lanyards, LIM curriculum materials, Creekside Clubhouse incentives, newsletters, LIT Tickets, Little Leader Awards, Magnificent Minnow, MM lanyards, yard signs, data displays, and SWIM signage and videos

Professional Development Offered
Core 1, Core 2, Leader in Me

Short Term Wins (STW) (LEAD measures)

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

- MRA Data; Behavior Data; Students responding to encouragement to be leaders by completing applications for Ambassador Roles, following school expectations, and supporting their peers.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
79-85%	79%						84%
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y

Quarter 1 Reflection –

At this time we have received over 100 applications from our second-grade students who are seeking the opportunity to be an Ambassador Leader. Creekside Clubhouse has shown great success. Students see more value in receiving LIT Tickets. Little Leader Awards have increased weekly. Student Lighthouse Team working to implement their ideas on campus. PTA President has worked hard to bring the community into the school. We held a successful Family Learning Night which was also a service project to benefit the Food Bank.

Quarter 2 Reflection –

A second service project was successfully held to collect and donate items requested for local nursing homes. Students showed leadership by making cards for and sorting items into individual bags. We collaborated with Lakeshore High to provide an interactive on campus field trip for kindergarten and PreK students where they were able to learn about different animals. First grade leadership ambassador applications were submitted and new ambassadors were chosen.

Quarter 3 Reflection –

We held another successful family learning night in conjunction with a service project, Pets and Problem Solving. During this math themed evening on 1/15/25, students of all grade levels worked on their problem-solving skills. They also brought donations for our local animal shelter. Students were also able to share pictures of their pets on our Pet Wall of Fame. The student lighthouse team is working on a proposal for a summer camp related to leadership around MES.

End of year Reflection –

The student lighthouse team's proposal was accepted, and they began working to plan for a summer day camp for the incoming Leadership Ambassadors. The Leadership Ambassadors also took part in our Leader in My Symposium by greeting visitors, guiding school tours, and answering questions about leadership and goal setting on our campus.

2025-26

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Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
84-86%	84%						85%
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y

Quarter 1 Reflection –

Creekside Clubhouse continues to be an excitement throughout the campus amongst teachers, students, and staff. Students are extremely motivated to earn and receive LIT Tickets to be used at the store. Little Leader Awards are announced weekly. We held a successful Family Learning Night which was also a service project to benefit the Northshore Food Bank. Madisonville Junior High's Student Council members and Eagle Bot's team were on site to support our families.

Quarter 2 Reflection –

Jim Basketball was a huge hit for the students. This program was provided by our PTA. The motivational speaker was a great addition for the kids! He was very engaging and entertaining! Red Barn Farms visited the school and provided an on-campus field trip for each grade level to visit and engage in lessons about the animals. The Fire Dept. and STPSO came on separate visits to discuss Fire Safety and all the different modes of transportation used in provided safety patrol and rescue missions.

Quarter 3 Reflection –

Our Minnow Market Pantry opened. We now accept donations from our families to stock a Minnow Market that allows families in need to stop in and shop for items they are in need of for their households. We accepted non-perishable food items, sanitary items, household cleaning products, etc. This was a very welcomed gesture by our families. We held another Family Math Night. This event welcomed all families to participate in teacher designed learning centers. Madisonville Junior High's National Honor Society, Student Council, and Mandeville High School's Girl Wrestling Team all participated in support of the community event.

End of year Reflection –

The Student Lighthouse Team planned for a summer camp that allowed them to welcome new Leadership Ambassadors to be "trained" for the upcoming year's roles. We ended the year with a Karate Demonstration. This activity was paired with the week of Field Day. It was a very active week full of fun, engaging activities. We hosted a Grad Walk that welcomed all of our former minnows who were graduating this year to return. Students from Mandeville High, Covington High, Hannan, and others were present at our event. Retired teachers who taught these students returned to also greet and celebrate these students. We completed a Minnow Memory Walk for our 2nd grade students to walk the halls again before leaving to attend Lancaster next year. Overall, the level of community involvement and connections being made with students in our feeder schools is growing more and more.

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
85-87%	85%						
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

We are beginning the year with 117 Leadership Ambassadors. WOW! These students take on leadership roles throughout the school to have ownership and a presence on our campus outside of just their classroom. Students have jobs such as door greeters, ice bag makers to support the office staff and school nurse, landscaping where they water and take care of the indoor plants, etc. Student Lighthouse Team met for the first time on 8/26/26. We hosted Meet & Greets, an Open House for each grade level, in addition to a SWE Open House.

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Madisonville Elementary School will increase the percentage of proficient students in math from 67% to 73% through a focus on Operations & Algebraic Thinking.

	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
All Students	66.8%	88%		
		Met Goal? Y	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

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EL				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there? PLC meetings, High-Dose Tutoring, Interventions, Small Group Instruction

Use “Purchased Resources to Support Priority Goals” document from above: Eureka Squared Materials; Equip; Supplemental materials; Tutors; Other Instructional Resources

Professional Development Offered

- **Monthly PLC Meetings**
- **Grade Level Meetings w/ Instructional Coach & Administrator**

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?

Student success criteria will include increased understanding and ability to demonstrate operational and algebraic problem solving skills.

Increased performance ability on MOY data, increased understanding of concepts as noted on weekly tutoring logs and checkpoints.

2024-25							
Goal and Data Used	Baseline	1st Quarter STW	Results	2nd Quarter STW	Results	3rd Quarter STW	Results
	66.8%						
			Met Goal?		Met Goal?		Met Goal?

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	Y	N		Y	N		Y	N
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Quarter 1 Reflection –

Students have begun their small group instruction through high-dose tutoring to target the areas of need as evidenced on the BOY data. Each grade level has created a PLC goal related to math problem solving and set their criteria for monitoring progress throughout the 1st semester. Each teacher has set a classroom goals and student goals related to math.

Quarter 2 Reflection –

Goals have been mastered and new goals have been set in each grade level. Teachers continue to collaborate in PLCs to support student growth.

Quarter 3 Reflection –

Teachers have used PLC time to analyze student work samples and assessments to determine which areas are strengths. Teachers have also created activities aligned with end of the year expectations to allow for independent practice during intervention time. 2nd grade created a Reflex Wall of Fame to celebrate math fluency gains.

End of year Reflection –

Teachers were intentional in their planning for math instruction based on student EOY goals. Many teachers revisited their students' goals for growth in math problem solving to work on the areas that were not as strong. Based on the Reflex data wall for fluency, several students were encouraged to move past their grade level expectations and being building fluency skills in the areas of multiplication and division.

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

Quarter 1 Reflection –

Students completed their Numeracy assessments through a platform identified as KITE. Kindergarten, 1st grade, and 2nd grade students completed these assessments. 2nd grade students complete 2 sections of this assessment, one of which is teacher-led and the other is an independent assessment on the chromebook. In addition to these screenings, students completed their district benchmark assessments. Teachers review this information and determine student's needs based on their performance. This information is used to determine student who will benefit from Targeted Support (High-Dose Tutoring) to address the areas of concern.

Quarter 2 Reflection –

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Teachers continue to support their students through High-Dose Tutoring, small group instruction, and hands-on learning techniques. Teachers meet monthly to review and compare data to gauge the effectiveness of what is happening in the classroom. The students participate in their small group math lessons for 26 minutes of each math lesson. Targeted support is provided to students for 30 minutes each day to address the areas of concern for specific student needs. 2nd grade students also use a resource called *Reflex* to support growth in algebraic thinking and operations that is individualized to their functional level. MOY state testing is also completed in December again to chart student progress.

Quarter 3 Reflection –

Students continue to work on mathematical engagement activities that address their specific needs in small groups, as well as whole group lessons that introduce and reinforce core content aligned to the state standards. Students completed district checkpoints in January. This data is then entered into a digital platform identified as *Illuminate* and teachers are able to see the overview of progress for their class as a whole, in addition to each individual student. Teachers meet in PLC groups monthly and discuss and review this data that collected.

End of year Reflection –

Throughout the school year teachers worked to adjust and revisit original thoughts and ideas to meet all of their students' needs. Celebrations, big and small, were used throughout the year to motivate the students to meet their class and personal goals in math. The school climate as a whole was positive with goals and achievements posted throughout the school.

2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
	79.4%						
			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 –

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Priority Area #3 Goal

From Fall 2024 to Fall 2027, Madisonville Elementary School will increase the students performing at benchmark or higher level from 72% to 78% through a focus on building word reading skills.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	67%	66%		
		Met Goal? N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	47%	49%		
		Met Goal? N	Met Goal? Y N	Met Goal? Y N
EL	58%	85%		
		Met Goal? Y	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there? Progress monitoring, small group instruction, high-dose tutoring, PLC meetings

Use “Purchased Resources to Support Priority Goals” document from above : Supplemental materials; CKLA Materials; Tutors; Other Instructional Resources

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Professional Development Offered

- DIBELS Teacher Training Course
- PLC Monthly Meetings
- Grade Level Meetings w/ Instructional Coach & Administrator

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? Student success criteria will include increased understanding and ability to demonstrate word reading skills. Increased performance ability on MOY benchmark, increased understanding of concepts as noted on weekly tutoring logs, and progress monitoring.

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2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
72% to 78%			67%		73%		81%
			Met Goal?		Met Goal?		Met Goal?
			N		Y		Y

Quarter 1 Reflection –

Students have begun their small group instruction through high-dose tutoring to target the areas of need as evidenced on the BOY data. Each grade level has created a PLC goal related to literacy and set their criteria for monitoring progress throughout the 1st semester. Each teacher has set classroom goals and student goals related to reading. DIBELS and Donation Family Engagement Night was well attended. Those families left with resources to support literacy at home. Home Connect letters were sent home to families.

Quarter 2 Reflection –

Each grade level set standard based goals to support their students in reading fluently. These goals continue to be monitored in monthly PLC meetings.

Quarter 3 Reflection –

MOY DIBELS scores were analyzed by all teachers during PLC to plan for small group instruction, to set new goals, and to reflect on expected growth vs. actual growth.

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End of year Reflection –

PLC groups reviewed EOY DIBELS data to determine whether student goals were met and interventions were successful.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
72% to 78%			66%		75%		82%
			Met Goal?		Met Goal?		Met Goal?
			N		Y		Y

Quarter 1 Reflection –

Students have begun their small group instruction through high-dose tutoring to target the areas of need as evidenced on the BOY data. Each grade level has created a PLC goal related to literacy and set their criteria for monitoring progress throughout the 1st semester. Each teacher has set classroom goals and student goals related to reading. DIBELS and Donation Family Engagement Night was well attended. Those families left with resources to support literacy at home. Home Connect letters were sent home to families.

Quarter 2 Reflection –

Each grade level set standard based goals to support their students in reading fluently. These goals continue to be monitored in monthly PLC meetings. Each classroom has also set individual reading goals through (WIGs) to promote self-awareness of their progress and what they are working toward individually in their reading skills.

Quarter 3 Reflection –

MOY DIBELS scores were analyzed by all teachers during PLC to plan for small group instruction, to set new goals, and to reflect on expected growth vs. actual growth. In addition, math checkpoint data was also analyzed and reviewed to target areas that students are excelling in and areas in need of improvement. Kindergarten participated in an addition dyslexia universal screener to determine if characteristics were present. Those students who were identified were provided interventions through TAT and/or SBLC to support their academic needs if necessary.

End of year Reflection –

EOY DIBELS scores were analyzed in PLC meetings. Home Connect letters were sent home. Students continued to work in small groups where specific instruction was provided for their areas of need and/or enrichment activities were used. Everyone agreed that the Pre-Morning Meeting instruction designed to reinforce reading skills and phonemic awareness has proved to be extremely helpful and supportive in growing the kids' reading abilities. We will continue this strategy for the upcoming year.

St. Tammany Parish 2024-2027

2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
72% to 78%							
			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: Family Learning Nights (2 per year) that include DIBELS & Donations and Math Madness. Parents are invited to attend after school events that include a snapshot of the reading and math skills presented by administration. Parents and students then participate in learning stations guided by teachers to help in demonstrating ways to reinforce skill development at home.

Open House – August 2024 – We plan for three Open House evenings to support our large population and allow for a smaller community feel and ease of parking. One evening is for PK and K, one is for 1st grade, and one is for 2nd grade. The parents have a chance to hear new updates from the principal, meet the administrative staff, sit in their child's classroom for the teacher presentation, and schedule a 1st quarter parent conference.

Coffee with Counselors – Monthly Meetings with the counselors. Counselors discuss the comprehensive school counseling program and how to provide academic and social-emotional support to enhance students' achievement.

2025-26: Family Learning Nights (2 per year) that include DIBELS & Donations and Solve & Serve. Parents are invited to attend after school events that include a snapshot of the reading and math skills presented by administration. Parents and students then participate in learning stations guided by teachers to help in demonstrating ways to reinforce skill development at home.

Open House – August 2025 – We plan for three Open House evenings to support our large population and allow for a smaller community feel and ease of parking. One evening is for PK and K, one is for 1st grade, and one is for 2nd grade. The parents have a chance to hear new updates from the principal, meet the administrative staff, sit in their child's classroom for the teacher presentation, and schedule a 1st quarter parent conference.

St. Tammany Parish 2024-2027

Coffee with Counselors – Monthly Meetings with the counselors. Counselors discuss the comprehensive school counseling program and how to provide academic and social-emotional support to enhance students’ achievement.

2026-27:

Family Learning Nights (2 per year) that include DIBELS & Donations and Family Math Night. Parents are invited to attend after school events that include a snapshot of the reading and math skills presented by administration. Parents and students then participate in learning stations guided by teachers to help in demonstrating ways to reinforce skill development at home.

Open House – August 2026 – We plan for four Open House events to support our large population and allow for a smaller community feel and ease of parking. One evening is for PK and K, one is for 1st grade, one is for 2nd grade, and one is for SWE. The parents have a chance to hear new updates from the principal, meet the administrative staff, sit in their child’s classroom for the teacher presentation, and schedule a 1st quarter parent conference.

- **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:

Open House – August 2024 – We plan for three Open House evenings to support our large population and allow for a smaller community feel and ease of parking. One evening is for PK and K, one is for 1st grade, and one is for 2nd grade. The parents have a chance to hear new updates from the principal, meet the administrative staff, sit in their child’s classroom for the teacher presentation, and schedule a 1st quarter parent conference.

DIBELS and Donations – September 2024 – We planned an evening to support foundational literacy skills combined with a service project to donate food to our local food bank. We increased community involvement by inviting the student council and robotics club one of our feeder schools, Madisonville Junior High, to join us. The MJH Student Council students assisted our teachers in running their literacy stations, handing out information to our parents, collecting exit tickets, and assisting at the snack table. The MJH Robotics Club showcased their robotic creations and allowed our students to interact with them. The students were incredibly excited to watch the Robotics Club. We received great feedback from our parents about the literacy activities presented.

Math Family Engagement Night- March 2025- Teachers will plan instructional stations for parents and students to rotate through with a focus on math concepts being presented in each grade level. In addition to the learning night, we will increase community involvement by supporting our local humane society with donations for their establishment. National Honor Society students and

the STEM Robotics Club members for Madisonville Junior High will be in attendance to support our teachers and students in their stations and learning opportunities.

Coffee with Counselors – Monthly Meetings with the counselors

2025-26:

Open House – August 2025 – We plan for two Open House evenings to support our large population and allow for a smaller community feel and ease of parking. One evening is for 1st, SWE, & 2nd grade students. The second evening is for PK and Kindergarten students. The parents have a chance to hear new updates from the principal, meet the administrative staff, sit in their child's classroom for the teacher presentation, and schedule a 1st quarter parent conference.

DIBELS and Donations – September 2025 – We planned an evening to support foundational literacy skills combined with a service project to donate food to our local food bank. We increased community involvement by inviting the student council and robotics club one of our feeder schools, Madisonville Junior High, to join us. The MJH Student Council students assisted our teachers in running their literacy stations, handing out information to our parents, collecting exit tickets, and assisting at the snack table. The MJH Robotics Club showcased their robotic creations and allowed our students to interact with them. The students were incredibly excited to watch the Robotics Club. We received great feedback from our parents about the literacy activities presented.

Math Family Engagement Night- January 2026- Teachers will plan instructional stations for parents and students to rotate through with a focus on math concepts being presented in each grade level. In addition to the learning night, we will increase community involvement by supporting our local humane society with donations for their establishment. National Honor Society students and the STEM Robotics Club members for Madisonville Junior High will be in attendance, in addition to the Mandeville High School Girls Wrestling Team to support our teachers and students in their stations and learning opportunities.

Coffee with Counselors – Monthly Meetings with the counselors. Counselors discuss the comprehensive school counseling program and how to provide academic and social-emotional support to enhance students' achievement.

2026-27:

Family Learning Nights (2 per year) that include DIBELS & Donations and Family Math Night. Parents are invited to attend after school events that include a snapshot of the reading and math skills presented by administration. Parents and students then participate in learning stations guided by teachers to help in demonstrating ways to reinforce skill development at home.

Open House – August 2026 – We plan for four Open House events to support our large population and allow for a smaller community feel and ease of parking. One evening is for PK and K, one is for 1st grade, one is for 2nd grade, and one is for SWE. The

parents have a chance to hear new updates from the principal, meet the administrative staff, sit in their child's classroom for the teacher presentation, and schedule a 1st quarter parent conference.

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

2024-25:

Interim progress reports are sent home; report cards sent home quarterly; quarterly progress report cards for SWE students; DIBELS Home Connect Letters that inform parents of student performance levels and support activities; weekly assessments are sent home and recorded in JPAMS for parents to view

2025-26:

Interim progress reports, in addition to quarterly report cards are available electronically for the parents on JPAMS; quarterly progress report cards for SWE students are sent home; DIBELS Home Connect Letters that inform parents of student performance levels and support activities are provided 3 times a year for each benchmark assessment; weekly assessments are sent home and recorded in JPAMS for parents to view.

2026-27:

Interim progress reports, in addition to quarterly report cards are available electronically for the parents on JPAMS; quarterly progress report cards for SWE students are sent home; DIBELS Home Connect Letters that inform parents of student performance levels and support activities are provided 3 times a year for each benchmark assessment; weekly assessments are sent home and recorded in JPAMS for parents to view.

Transitions for Incoming and Outgoing Students

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

St. Tammany Parish 2024-2027

2024-25:

School Tours are provided quarterly by our administration to advertise our school to the community for incoming students. 2nd grade students visit and tour our feeder school, Lancaster Elementary, in May as a bridge for them to transition to third grade.

2025-26:

School Tours are provided quarterly by our administration to advertise our school to the community for incoming students. 2nd grade students visit and tour our feeder school, Lancaster Elementary, in May as a bridge for them to transition to third grade.

2026-27:

School Tours are provided quarterly by our administration to advertise our school to the community for incoming students. 2nd grade students visit and tour our feeder school, Lancaster Elementary, in May as a bridge for them to transition to third grade.

FISCAL PLANNING

Budgets used to support these priority areas

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	SCA	Other
	X												

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

