

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

2021-2022:

- PreK's overall CLASS average increased by .04 points from the 20-21 year scoring at 6.27 to scoring at 6.31 for the 21-22 school year.

2022-2023:

- The whole school CLASS observation data, including PreK and Kindergarten scores, increased from the 21-22 school year to 22-23 year; school score in 21-22 was 5.91 and increase to 5.97 in 22-23.
- The instructional Support Domain overall average increased from a 4.79 (21-22) to a 5.30 (22-23), which was a gain of .51 points.
- Kindergarten specifically had over a 1 point gain from 4.38 in 21-22 to 5.50 in 22-23.
- For the 22-23 school year, the largest increase in dimension area was Kindergarten's Concept Development scores which increased from 4.19 to 5.65 which is a 1.46 point increase. This dimension includes higher-order thinking questions that encourage analysis and reasoning.

According to DIBELS 8th data, Kindergarten has shown a decrease in maintaining at least 80% in the overall number of students achieving Benchmark from Fall to Spring as evidenced by:

2012-2013	87%
2013-2014	81%
2014-2015	80%
2015-2016	83%
2016-2017	85%
2017-2018	79%

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2023-2024: - The whole school CLASS observation data, including PreK and Kindergarten scores, showed a slight decrease from the 22-23 school year to 23-24 year; school score in 22-23 was 5.97 and increased to 5.96 in 23-24. 2024-2025: - Kindergarten has consistently performed above 75% on the district EOY Math Assessment year. 2025-2026: - Kindergarten DIBELS consistently does	2018-2019	69%
	2019-2020	N/A
	2020-2021	73%
	2021-2022	69%
	2022-2023	77%
	2023-2024	63%
	2024-2025	68%
	2025-2026	66%

At-Risk Student Groups

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

	2022-2023 From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by ____ points each year as follows:			
	2020-2021 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS
	n/a	n/a	n/a	n/a
	2022-2023 Is this the 23-24 Goal? From Spring 2022 to Spring 2024, the SWE students will increase reading achievement by increasing the percentage of students At or			

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		Above Benchmark on DIBELS 8th by 11% points each year as follows:													
		<table border="1"> <tr> <td>Grade</td><td>2022</td><td>2023</td><td>2024</td></tr> <tr> <td></td><td>EOY %</td><td>EOY %</td><td>EOY %</td></tr> <tr> <td>K</td><td>25%</td><td>40%</td><td>21%</td></tr> </table>		Grade	2022	2023	2024		EOY %	EOY %	EOY %	K	25%	40%	21%
Grade	2022	2023	2024												
	EOY %	EOY %	EOY %												
K	25%	40%	21%												

SCHOOL CULTURE ATA - MRA

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

23-24 (MRA) • Overall Culture 82% • Supportive Student Environment 84% • Total Student Count- 315 • Total Referrals - 173 • Total students that received referrals - 67 • Total Out of School Suspensions - 19 • Total In School Suspensions - 2	23-24 (MRA) • Overall Leadership 76% • Student Leadership 75% • Total Referrals (NO Action) - 129 MHP Support Counselor Services(Individual/Group Sessions) Student Restitution/Restorative Approach • Total students that received referrals 62 • Total Referrals (Sent Home/Not Suspended) -4
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2025-26

STUDENT ACHIEVEMENT DATA

All Students

2021-2022: • PreK's overall CLASS average increased by .04 points from the 20-21 year scoring at 6.27 to scoring at 6.31 for the 21-22 school year. 2022-2023: • The whole school CLASS observation data, including PreK and Kindergarten scores, increased from the 21-22 school year to 22-23	According to DIBELS 8th data, Kindergarten has shown a decrease in maintaining at least 80% in the overall number of students achieving Benchmark from Fall to Spring as evidenced by: <table border="1"> <tr> <td>2012-2013</td><td>87%</td></tr> </table>	2012-2013	87%
2012-2013	87%		

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	2021-2022	69%
	2022-2023	77%
	2023-2024	63%
	2024-2025	68%
	2025-2026	65%
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)		
2024-2025 ESL- N/A SWE: 21% Baseline 21% (3 out of 14 SWE students) were at or Above benchmark on DIBELS Met Goal? YES 40% (8 out of 20 SWE students were at or above benchmark) 2025-2026 ESL-N/A	2024-2025 ESL- N/A SWE: N/A 2025-2026 ESL- N/A SWE: N/A	

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7% Baseline 42% (6 out of 14 SWE students) were at or Above benchmark on DIBELS Met Goal? YES 42% (6 out of 14 SWE students were at or above benchmark	
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
23-24 (MRA) • Overall Culture 82% • Supportive Student Environment 84% • Total Student Count- 315 • Total Referrals - 173 • Total students that received referrals - 67 • Total Out of School Suspensions - 19 • Total In School Suspensions - 2 2024-2025 (MRA) <u>Overall Leadership 82%</u> • Student Leadership: 75→84 +9 • Staff Leadership: 78→80 +2 • Family & Community Engagement 75→82 +7 <u>Academic Subgroups:</u> • Empowering Teachers 80→81 +1 • Goal Achievement 76→80 +4 • Discipline- Total Student Count 251 • Total Referrals-117 • Total students that received referrals -67 • Total Out of School Suspensions -31 • Total In School Suspensions -3 2025-2026 (MRA) Overall Culture- 84% Supportive Student Environment- 77-88 +11 Supportive Staff Environment- 76-81 +5 Overall Academics- 88% • Empowering Teachers 81→87 +6	23-24 (MRA) • Overall Leadership 76% • Student Leadership 75% • Total Referrals (NO Action) - 129 - MHP Support - Counselor Services(Individual/Group Sessions) - Student Restitution/Restorative Approach • Total students that received referrals 62 • Total Referrals (Sent Home/Not Suspended) -4 2024-2025 MRA Overall Culture 76% • Supportive Student Environment 84→77 -7 • Supportive Staff Environment 81→76 -5 • Discipline-Total Referrals (NO Action) - 50 • MHP Support/Counselor Services (Individual/Group Sessions) -15 • Student Restitution/Restorative Approach -6 • Total students that received referrals -67 • Total Referrals (Sent Home/Not Suspended) -7 2025-2026 (MRA) Overall Leadership- 80% Student Leadership- 84-81 -3 Staff Leadership- 80-81 +1 Family & Community Engagement- 8/2-79 -3 • Discipline-Total Referrals (NO Action) -20

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- Empowered Learners 0-96 +96
- Goal Achievement 80→83 +3
- Discipline- Total Student Count -169
- Total Referrals -103
- Total students that received referrals -31
- Total Out of School Suspensions -31
- Total In School Suspensions -5

- MHP Support/Counselor Services (Individual/Group Sessions) -4
- Student Restitution/Restorative Approach -6
- Total students that received referrals -31
- Total Referrals (Sent Home/Not Suspended) -8

2026-27

STUDENT ACHIEVEMENT DATA

All Students

2021-2022:

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2022-2023:

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At-Risk Student Groups

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

2024-2025 ESL- N/A SWE: 21% Baseline 21% (3 out of 14 SWE students) were at or Above benchmark on DIBELS Met Goal? YES 40% (8 out of 20 SWE students were at or above benchmark 2025-2026 ESL-N/A 7% Baseline 42% (6 out of 14 SWE students) were at or Above benchmark on DIBELS Met Goal? YES 42% (6 out of 14 SWE students were at or above benchmark 2026-2027 ESL-N/A % Baseline % (Met Goal?	2024-2025 ESL- N/A SWE: N/A 2025-2026 ESL- N/A SWE: N/A
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SCHOOL CULTURE DATA - MRA

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St. Tammany Parish 2024-2027

2024-2025 (MRA)

Overall Leadership 82%

- Student Leadership: 75→84 +9
- Staff Leadership: 78→80 +2
- Family & Community Engagement 75→82 +7

Academic Subgroups:

- Empowering Teachers 80→81 +1
- Goal Achievement 76→80 +4
- Discipline- Total Student Count 251
- Total Referrals-117
- Total students that received referrals -67
- Total Out of School Suspensions -31
- Total In School Suspensions -3

2025-2026 (MRA)

Overall Culture- 84%

Supportive Student Environment- 77-88 +11

Supportive Staff Environment- 76-81 +5

Overall Academics- 88%

- Empowering Teachers 81→87 +6
- Empowered Learners 0-96 +96
- Goal Achievement 80→83 +3
- Discipline- Total Student Count -169
- Total Referrals-103
- Total students that received referrals -31
- Total Out of School Suspensions -31
- Total In School Suspensions -5

2026-2027 (MRA)

Overall Culture-

Supportive Student Environment-

Supportive Staff Environment-

Overall Academics-

- Empowering Teachers
- Empowered Learners

- Total Referrals (Sent Home/Not Suspended) -4

2024-2025 MRA

Overall Culture 76%

- Supportive Student Environment 84→77 -7
- Supportive Staff Environment 81→76 -5
- Discipline-Total Referrals (NO Action) - 50
- MHP Support/Counselor Services (Individual/Group Sessions) -15
- Student Restitution/Restorative Approach -6
- Total students that received referrals -67
- Total Referrals (Sent Home/Not Suspended) -7

2025-2026 (MRA)

Overall Leadership- 80%

Student Leadership- 84-81 -3

Staff Leadership- 80-81 +1

Family & Community Engagement- 8/2-79 -3

- Discipline-Total Referrals (NO Action) -20
- MHP Support/Counselor Services (Individual/Group Sessions) -4
- Student Restitution/Restorative Approach -6
- Total students that received referrals -31
- Total Referrals (Sent Home/Not Suspended) -8

2026-2027 (MRA)

Overall Leadership-

Student Leadership-

Staff Leadership-

Family & Community Engagement

- Discipline-Total Referrals

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● Goal Achievement ● Discipline- Total Student Count ● Total Referrals ● Total students that received referrals ● Total Out of School Suspensions ● Total In School Suspensions	● MHP Support/Counselor Services (Individual/Group Sessions) ● Student Restitution/Restorative Approach ● Total students that received referrals ● Total Referrals (Sent Home/Not Suspended) ●
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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 Improvement Focus will be on Foundational Reading Skills

Capacity Building-

Leadership Development-

Fosters self-reflection in teacher leaders by creating systems for strong collaboration and coaching (content leaders) resulting in ongoing capacity-building and student achievement.

2025-26

School Improvement Focus will be on Foundational Reading Skills

Capacity Building-

Leadership Development-

Fosters self-reflection in teacher leaders by creating systems for strong collaboration and coaching resulting in ongoing capacity-building and student achievement.

2026-2027

School Improvement Focus will be on Foundational Reading Skills

Instructional Leadership

Instructional Focus

Creates and implements a schoolwide schedule and routines that maximize instructional time; monitors effectiveness and makes adjustments when necessary with input from other instructional personnel.

LEADERSHIP TEAM LONG-RANGE PLAN

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

Date of ILT	Outcome	Materials	Follow-Up
8.22,2024	Begin thinking about goals for SAP	Previous SAP plan	meet next week to create plan
8/29/24	Create SAP plan	Data, Parent surveys	create a plan for a follow up meeting.
9/4/2024	NCI	NCI Spreadsheet	Complete NCI training videos, schedule in person NCI training
9/19/2024	Bus evacuation drills, LRE, Students who need a lot of support, LREs. Leader in Me	Leader in Me website	Talk with big Abney about Bus evacuations, Implement behavior interventions for students who need support, Create weekly Leader in Me newsletters with Leader in Me video links
9/26/2024	Duty schedule with the federation updates, Kindergarten class shirts, Accommodations for DIBELS, Students who need a lot of support, LREs	Duty Schedule	-Have our union representative email the union about ideas to fix our schedule. -Keep checking in with behavior students.
10/3/2024	Family reunification plan	reunification plan	Create reunification bags for each classroom with essential items
10/10/2024	Frequent Absences LRE's	Intervention Data	Check in on challenging students
10/16/2024	Challenging Student LRE's Dibels Testing 1st Week of December (12/2 - 12/6)	Intervention Data Schedule	Review & Submit Reunification Plan Look at upcoming schedule SLT conferences
11/7/2024	Reviewing Safety Plans & BIPs MAPs Class Submit Reunification Plan Mandatory Prek Training World Diabetes Day SLT Conferences	Safety Plans & BIP Reunification Plan Upcoming Schedule	Make sure Safety Plans & BIP plans are working SLTs Interventions

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11/14/2024	Review if Safety Plan is working Updates on BIP Meeting MAPs Class Behaviors SLT Conferences Behavior Interventions Field Trips Upcoming School events	Safety Plans & BIP updates InterventionS & Ideas Calendar	Follow up about Reunification bag Look at New Concerns Review SAP
12/5/2024	Review updated SAP, review MRA addition to SAP	SAP Plan	SAP Planning Meeting #2 scheduled for 1/30
01/09/2025	Student Concerns CKLA Walk-through Projection Mtg PK My Way Visit #3 100th Day Sap Planning #3 Health Fair Mardi Gras Events STEM DAY Global Play Day MLK PosterContest Self-contained classrooms 25-26 Leader In Me-Discussion/Concerns Black History Month Celebration Student Activity Calendar	Discipline Referrals CKLA Information Staff Roster PK Curriculum Information School Calendar SAP Plan Staff Survey LIM Program Info Student Calendar	SBLC follow up meetings scheduled. Projection meeting held. Nine teachers projected A team formed to assist with the health fair. STEM Day meeting scheduled LIM Paradigm posters needed in all classrooms -

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01/09/2025	Student Concerns CKLA Walk-through Projection Mtg PK My Way Visit #3 100th Day Sap Planning #3 Health Fair Mardi Gras Events STEM DAY Global Play Day MLK PosterContest Self-contained classrooms 25-26 Leader In Me-Discussion/Concerns Black History Month Celebration Student Activity Calendar	Discipline Referrals CKLA Information Staff Roster PK Curriculum Information School Calendar SAP Plan Staff Survey LIM Program Info Student Calendar	SBLC follow up meetings scheduled. Projection meeting held. Nine teachers projected A team formed to assist with the health fair. STEM Day meeting scheduled LIM Paradigm posters needed in all classrooms -
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01/16/2025	Crisis Code Blue Round Top with School Nurse Discuss Construction Updates- carline, raising the fences	Rapid Responder System Student Health Plan data Emergency plan information Construction blueprints (docs)	Updated emergency response plan Updated response for students with special needs Follow-up meeting with construction supervisor
02/06/2025	Jabbia Visit Behavior Students SWE Behavior Concerns Review Principal Meeting Notes	Meeting agenda/itinerary Discipline data Coach's observation data Principal's meeting powerpoint	Prepare for staff meeting with the Superintendent. Follow-up with teachers, SBLC team, any parent meetings, disciplinary trend reports for the next months meeting/update
02/28/2025	Extra Math Game for Terrie Pullouts for next year-45 minutes schedule Scope and Sequence for next year-Math	Itinerant teacher's schedule Draft instructional schedule Math curriculum scope and sequence	Updated schedule to reflect changes to teacher's schedule Updated draft schedule for 25-26 Updated SAP plan to reflect changes.

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03/13/2025	Review Notes from Principals Meeting Update on Retreat dates- any locations we called on? We need some mock schedules for Kinder- departmentalized and self contained. We need to take a vote if teachers would be willing to continue with the 35 min planning rather than going to a 45 minute planning. Change in faculty for next year;	Principal's Mtg. Powerpoint/notes Retreat survey information Drafted schedules for Kdg. Faculty survey on proposed planning minutes for 25-26 Updated faculty list for 25-26	Updated ILT agenda for the next meeting. Updated end of the year information for staff related to retreat plans. Review schedule drafts for kinder for next year to determine pullouts, planning and duty information. Proposed faculty listing to include vacancies and returning staff
03/27/2025	Review Notes from TRT meeting -High Dose Tutoring - CHange in JPAMS - Dibels testing- supervisors will monitor assessments Retreat approval form is sitting on Jabbia's desk Decision made to make Kinder Self Contained • Field Trip tomorrow for Kinder • Kinder is receiving new Writing stations, they will be distributed tomorrow while teachers are on field trip- tables must be removed from class and placed outside so that maintenance can retrieve tomorrow Special Person's Day, Book Fair, and Spring Pictures tomorrow- email with where pullouts will be going out tomorrow with the weekly email. Received email that our Title One Tutor, Brown, has again decided to remain at Abney; we need to find a	TRT meeting notes Proposed retreat planning docs. Kinder instructional schedule. Kinder field trip itinerary. Kinder instructional materials list. EOY calendar listing remaining events. HR/teacher letter to parents. Tutor information to hire for the upcoming year. JPAMS system to schedule messages to go out to parents.	Updated ILT itinerary/agenda for next meeting. Prepare planning docs for Kdg. changes. Log in new materials being disbursed to teachers. Update year end calendars. Update faculty roster for 25-26

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	retired teacher willing to work 4 hours a day. Make sure we are listing Rickrode as the teacher for MAPs and Jarvis as teacher for RNC. Sending a letter home today.		
04/03/2025	A. Approved for retreat- -Things to do: 1. Detailed Agenda 2. Make Timesheets 3. Grocery List 4. Decoration List 5. List of items needed for ice breakers B. Student concern-changing homeroom. C. Big Events coming up: - DIBELS testing next week - Easter Parties (Prek 9th/ K 10th) - School Wide Field Trip- April 11th- Need anything? - Secretaries Day What do we want to do? - Volunteer day April 21st- Something for Kellie? E. Review The Announcement attached from Central Office F- PBIS Documentation- As part of our ongoing PBIS documentation requirements, we will be collecting the sign-in sheets and agendas from all Lighthouse Team meetings. These	Proposed retreat itinerary/agenda Title 1 timesheets for retreat information Student disciplinary history School calendar to review EOY events and testing schedule. Central office doc PBIS sign-in sheets/docs Google drive/classroom Job fair information from HR	Updated ILT agenda for the next meeting. Continue retreat planning; secure location review staff survey plan for logistics purchase decor items plan for food/meals Review disciplinary trend reports for the next meeting. Follow-up with the receiving teacher regarding the student's change of homeroom. Review and update PBIS information. Send an email to ask for teachers to sit in on the interview team for both transfer and job fairs.

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	documents are essential for meeting our PBIS reporting standards.To streamline this process, we have created a dedicated folder where you can easily upload the necessary documentation each month. The direct links to access the folders have been sent to each Administrator. The folder can also be found by searching for “LH Documentation” in Google Drive. Please upload all sign-in sheets and agendas by the end of each month, so we can maintain an accurate and up-to-date record for PBIS G. Job Fair May 10, 20259-4.		
8/14/25			
8/28/25	CIR walkthrough suggestions, students displaying major behaviors		Behavior interventions will be put in place for students with behaviors
9/4/25			
9/11/25	Blue Engine - Identify lesson for co-planning, create exemplar and use Dibels data. Updates from Assistant Principals meeting. Review of students displaying behavior	Exemplar, Data Transportation - List of SWE Drops	Interventions and strategies to be put in place for students with behavior.
9/26/25	Parish fair plan, plan for handling support calls		
10/9/25	Review of Teacher of the Year qualifications from district	Voting	Send voting

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	Review of students displaying behaviors		Interventions and strategies to be put in place
10/24/25	Review of 2nd 9 weeks calendar Numeracy Course Requirements Review Review of students displaying major behaviors	2nd 9 weeks calendar	Calendar sent Interventions and strategies to be reviewed, adjusted and put in place.
11/6/25	-Principal Meeting Notes -School Culture Meeting survey results and plan moving forward to boost morale -Displaying data boards -Veteran's day program -Bus Duty spots -Kindergarten Field Trip -Exterior gate safety -Students displaying major behaviors	-Principal meeting notes -Culture survey results graph -Bus duty map -DIBELS data -Behavior Data	-Implement school wide morning meeting, Admin shout outs, faculty socials, dress up days -School union Rep will revise duty map -Create data boards by office breezeway -Plan for student not attending the field trip -Ensure gates are closed and locked at all times -Behavior interventions implemented
1/8/2026	-Review principal Meeting Notes -School Wide Field Trip plan --K3 Numeracy -Students displaying major behaviors	-Principal Meeting Notes -School wide field trip documents -Behavior data	-Submit field trip form for school wide field trip. Reach out to community helpers -Continue behavior interventions
1/16/2026	-Review assistant principal meeting notes -Global Play date -SWE behavior form -Students displaying major behaviors	-Assistant principal notes -global play day map -SWE behavior form -Behavior data	-Collect global play materials and create schedule -Continue behavior interventions
1/21/2026	-TRT notes	-TRT notes	-Continue behavior interventions

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	-Review School Support institute notes -PLC plans for next year -Review data presentation -Students displaying major behaviors	-Data presentation -School support institute notes -Behavior Intervention data -Master schedule	
2/12/26	-Reviewed principal meeting notes -Reviewing progress monitoring data -Kindergarten Graduation planning -Review students still having behavior concerns	Principal meeting notes, progress monitoring DIBELS data, behavioral data	-Behavior interventions and strategies in place for students with behaviors -Follow up with K and PK teachers about song picks for graduation
3/13/26	-Review assistant principal meeting notes -MRA Survey -Graduation ceremony-songs, time, banner, pre-k transition meeting -April dates -End of the year check out list -Next year schedule -Behaviors	Assistant principal meeting notes, graduation program, EOY checklist, 26-27 master schedule. April calendar	-Grade level chairs communicate MRA survey instructions -Everyone add to April calendar -Everyone add to End of the year checklist -Review next year schedule -Continue behavior interventions
4/8/2026	-Reviewed principal meeting notes -Reviewing progress monitoring data -Kindergarten Graduation planning -Review students still having behavior concerns	Principal meeting notes, progress monitoring DIBELS data, behavioral data	-Behavior interventions and strategies in place for students with behaviors -Follow up with K and PK teachers about song picks for graduation
4/16/2026	-Review assistant principal meeting notes -MRA Survey -Graduation ceremony-songs, time, banner, pre-k transition meeting -April dates -End of the year check out list -Next year schedule	Assistant principal meeting notes, graduation program, EOY checklist, 26-27 master schedule. April calendar	-Grade level chairs communicate MRA survey instructions -Everyone add to April calendar -Everyone add to End of the year checklist -Review next year schedule -Continue behavior interventions

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	-Behaviors		
4/23/2026	Review TRT notes MRA survey May Dates EOY checkout EOY DIBELS data		
8/14/2026			

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) - Spring 2024 - Spring 2027** The MRA overall score will increase from 78% to 85% with a focus on Student Leadership.
- **Priority Goal #2 (Academics) - From Fall 2024 to Fall 2027**, Abney Early Childhood Center will increase reading achievement by increasing the percentage of students At or Above Benchmark on DIBELS 8th by 9% points each year or meeting 80% proficient, as follows;
- **Priority Goal #3 (Academics) - From Fall 2024 to Fall 2027**, Abney Early Childhood will increase the Math percent proficient from 78.9% to 80% through a focus on implementation of curriculum and guided PLCs to review data

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Abney Early Childhood Center will increase the MRA sub-measure Student Leadership from 78% to 80% through a focus on student leadership roles and established student lighthouse teams.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
78	80	80	82	84	85	
	Met Goal? YES		Met Goal? YES		Met Goal? Y N	

How are we going to get there? Through the focus of building students capacity with leadership and knowledge of what it means to be a leader

Purchased Resources to Support Priority Goals

Professional Development Offered
Leader in Me Coaching session, Core 2 Training August 2026 Leader in Me Coaching sessions, Leader in Me Symposium February 25th-28th 2026 TBRI PD Training Part 1 Oct 16, 2025 Part 2 Oct 30, 2025.

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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?

- A student lighthouse will be created to promote more active leadership by students.
- Student Leadership roles in the classroom as well as around campus with the guidance of our adult Lighthouse team.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
MRA Survey	75%	100% of students have Leadership roles in classroom	80%	100% of students have Leadership roles in classroom	99% of students have Leadership roles in classroom	100% of students have Leadership roles in classroom	100% of students have Leadership roles in classroom
			Met Goal? NO		Met Goal? NO		Met Goal? YES

Quarter 1 Reflection –

Every classroom on campus currently has leadership roles designed to promote student strengths.

Quarter 2 Reflection –

After LIM walk through only 80% of classrooms changed to leadership roles.

Quarter 3 Reflection –

Student lighthouse team was established and began demonstrating leadership roles around campus.

End of year Reflection –

Leadership roles were designed based on student leadership abilities to promote student's strengths. LIM is being embedded in daily learning opportunities.

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2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Leadership-80 Spring MRA survey data	76	Monthly Action Team Meetings	100%	Display Boards with Student Data and WiGS	100%	Student Lighthouse Team Meetings	100%
			Met Goal? YES		Met Goal? YES		Met Goal? YES

Quarter 1 Reflection –

There are distinct action teams this year that are being led by Action Team leaders. During those monthly meetings the team collaborates to build upon the leadership qualities within each member of the team to make meaningful impacts on the school community as a whole to positively influence school culture. In order to build more leadership capacity on our campus, the culture action team discussed delegating more tasks to other team meetings. The data action team will begin displaying school data in our hallways to build leadership skills in the students. The leadership action team will establish stakeholders within our school community to build leadership aspirations for our families and current community partners.

Quarter 2 Reflection –

For the second quarter the data action team made it a priority to have the display boards with student academic data on display. The boards are updated frequently to reflect the work that students are doing and the success they are seeing.

Quarter 3 Reflection –

We have not met as often as we were hoping, but we have established our dates for the student lighthouse to meet and they will do and plan things for around the school.

End of year Reflection –

We have not met as often as we were hoping, but we have established our dates for the student lighthouse to meet and they will do and plan things for around the school. Our student lighthouse team created a Back to School Video to start our year for 26-27 off right.

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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
Spring MRA survey data	Leadership 80	Student Lighthouse Team Meetings					
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal

From Fall 2024 to Spring 2027, Abney Early Childhood Center will increase reading achievement by increasing the percentage of students At or Above Benchmark on DIBELS 8th by 9% points each year or meeting 80% proficient, as follows;

	2024 EOY% (Baseline)	2025 DIBELS EOY %	2026 DIBELS EOY %	2027 DIBELS EOY %
All Students	63%	68%	65%	
	90 (52%) Intensive 28 (16%) Strategic 32 (18%) Benchmark 25 (14%) Core	Met Goal? NO 30 (20%) Intensive ↓ 20 (13%) Strategic ↓ 51 (34%) Benchmark ↑ 51 (34%) Core ↑	Met Goal? NO 44 (27%) Intensive ↑ 8 (14%) Strategic ↑ 43 (26%) Benchmark ↓ 65 (39%) Core ↑	Met Goal? Y N
Student Group(s)				
SWE	21%	40%	425	
	21% (3 out of 14 SWE students) were at or Above benchmark on DIBELS	Met Goal? YES 40% (8 out of 20 SWE students were at or above benchmark	Met Goal? YES 42% (6 out of 14 SWE students were at or above benchmark	Met Goal? Y N
EL	67%	100%		
	(9 students) 33% Below 45% Benchmark 22% Core	Met Goal? YES 0% Below 0% Benchmark 100% Core	Met Goal? YES 0% Below 0% Benchmark 100% Core	Met Goal? Y N

How are we going to get there?

2024-2025-

AMIRA Learning- Used to identify students who may be at risk for Dyslexia. This program is also used for all students to enhance their reading skills by AI intelligence. The program tracks the student progress and will level them based on online assessments given through AMIRA. The program requires the student to speak into the device for recording purposes that is assessed by the AI program. With the rigor that CKLA produces for both students and teachers, the ability to maneuver the new line board from a different place in the room, allows for teachers to continue to facilitate learning.

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Implementation of **Tier 1 Curriculum** -CKLA; the Skills component of this curriculum focuses on teaching the foundational skills that are assessed on DIBELS (phonological awareness, phonics/decoding) **Heggerty Phonological Awareness** curriculum will be taught daily in PreK and Kindergarten classrooms. Daily interventions with built in Amplify/mCLASS interventions with phonemic/phonological awareness. **SPIRE Foundations**: Sounds Sensible provides hands-on instruction in phonological awareness, alphabet knowledge, and understanding letter-sounds relationship.

2025-2026

Lexia Learning- is a computer based reading program that provides personalized instruction in foundational reading skills like phonics and phonemic awareness, tracks students progress in real time adjusting the difficulty of lessons and offering extra support when needed

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2026-2027

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Use "Purchased Resources to Support Priority Goals" document from above

Professional Development Offered

PLC's will focus on:

2024-2025

Analyze student data to plan for individual lessons with embedded supports to address unfinished learning.

Plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.

1. **Analyzing student reading growth using Amplify and DIBELS**
2. **Monitor and Adjust Intervention groups according to progress monitoring.**
3. **Analyzing common assessments**
4. **Plan small groups using Amplify: ARG**
5. **Analyze upcoming curriculum lessons and add strategies to enhance student engagement.**

2025-2026

Analyze student data to plan for individual lessons with embedded supports to address unfinished learning. Plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and student units within the curriculum.

1. Analyzing student reading growth using Amplify and DIBELS.
2. Monitor and Adjust Intervention groups according to progress monitoring.
3. Analyze common assessments and the results of the assessment
4. Plan for targeted support groups
5. Analyze upcoming curriculum lesson and add strategies to enhance student engagement.

2026-2027-

Analyze student data to plan for individual lessons with embedded supports to address unfinished learning. Plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and student units within the curriculum.

6. Analyzing student reading growth using Amplify and DIBELS.
7. Monitor and Adjust Intervention groups according to progress monitoring.
8. Analyze common assessments and the results of the assessment
9. Plan for targeted support groups
10. Analyze upcoming curriculum lesson and add strategies to enhance student engagement.

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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 for this priority area will be DIBELS progress monitoring data. We will know interventions are having an impact based on the increase in students scoring in the Benchmark/Above Benchmark area. We should see students actively participating in daily interventions.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
DIBELS BOY	51% Intensive 16% Strategic 19% Benchmark 14% Above	30% Intensive 25% Strategic 30% Benchmark 15% Above	46% Intensive 16% Strategic 22% Benchmark 16% Above	25% Intensive 12% Strategic 32% Benchmark 31% Core	30% Intensive 13% Strategic 26% Benchmark 30% Core	25% Intensive 12% Strategic 32% Benchmark 31% Core	19% Intensive 17% Strategic 64% Benchmark or above
			Met Goal? NO		Met Goal? NO		Met Goal? NO

Quarter 1 Reflection –

Through progress monitoring we saw the scores moving in the right direction. During PLC adjustments were made to the groupings. We also had a change with our interventionist and gained an instructional coach so there was a small transition period.

Quarter 2 Reflection –

All the classes did show significant growth from BOY assessment to MOY assessment. Our hopes were to have at least 63% at Benchmark or above because last year we were able to get to 69%.

Quarter 3 Reflection –

Based on progress monitoring after MOY it was determined that we were progressing in the right direction to obtain the EOY goal.

End of year Reflection –

The EOY data indicates that we meet our goal of 63% at Benchmark or above because we have 65% of students scoring at benchmark or above. We also meet our intensive goal of 25% percentage because we have 19% of students scoring intensive. However, we have not achieved the strategic goal of 12%, we need to continue to decrease students performing in the strategic category.

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2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
73% Dibels	Spring 2025 EOY% 68%	Increase from 32% to 66% at or above benchmark by MOY.	MOY	Increase from 32% to 66% at or above benchmark by MOY.	MOY Increased from 32% to 54% at or above benchmark by MOY.	By EOY, the students will increase from 54% At or Above Benchmark to 72%.	EOY 65%
			Met Goal? No		Met Goal? No		Met Goal? NO

Quarter 1 Reflection –

Although we did not meet the goals we wanted, the students continue to progress.

Quarter 2 Reflection –

During PLC, we did a deep dive into DIBELS data and regrouped students as well as planned target support skill activities for students to do during Target Support time. Many of the teachers set individual student goals for the students in their classroom and students will track these goals weekly.

Quarter 3 Reflection –

During PLC, we are continuing to track DIBELS data and monitor student goals. We are also analyzing CKLA assessments that align with DIBELS skills to better understand student progress toward those goals. In a recent PLC, we took a deep dive into Progress Monitoring data to determine how our Well Below and Below students are progressing. Based on this data, teachers regrouped students and planned targeted support activities to address specific skill gaps. We also closely reviewed students whose MOY data was on the cusp of benchmark to ensure they continue progressing at or above benchmark levels.

End of year Reflection –

Although some teachers made significant progress in their MOY to EOY data, we had two classes who did not make the progress needed to get to 72%.

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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
72% on or above benchmark Dibels	Fall 2026 BOY Results 22% on or above benchmark on Dibels	By MOY 50% of students are on or above benchmark in Dibels					
			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, School Abney Early Childhood will increase the 75% proficiency in Math each Spring through a focus on implementation of curriculum and guided PLCs to review data and growth targets for individual students.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	75% Proficiency BOY 36.4% Growth BOY	83.2% Proficiency EOY 76% Growth EOY	79.3% Proficiency EOY 83% Growth EOY	
		Met Goal? YES	Met Goal? YES	Met Goal? Y N
Student Group(s)				
SWE	47.4%	75% Proficiency 27.6% Growth	87% Proficiency 50% Growth	
	(19 students) 4- Need Improvement 6- Satisfactory 9- Outstanding	Met Goal? YES	Met Goal? YES	Met Goal? Y N
EL	33.3%	75% Proficiency 41.7% Growth	67% Proficiency 83% Growth	
	(3 students) 2- Satisfactory 1- Outstanding	Met Goal? YES	Met Goal? YES	Met Goal? Y N

How are we going to get there?

2024-2025: Leveraging coherence within identified domain/subcategory to address student progression toward mastery of major content of the grade level, PreK classes will be using PreK Eureka Math curriculum as a supplemental resource and use the strategies and vocabulary to teach the skills and work towards building conceptual understanding of foundational math concepts. The use of manipulatives and essential tools to develop student understanding, minimize distraction, and maximize coherence between grades.

2025-2026

Leveraging coherence within identified domain/subcategory to address student progression toward mastery of major content of the grade level, PreK classes will be using PreK On My Way Math curriculum and use the strategies and vocabulary to teach the skills and work towards building conceptual understanding of foundational math concepts. The use of manipulatives and essential tools to develop student understanding, minimize distraction,

St. Tammany Parish 2024-2027

and maximize coherence between grades. Kindergarten will use the Tier One curriculum, Eureka Squared, by focusing on the big concepts in math, empower teachers to elevate students' understanding through a thoughtful lesson sequence, reinforcing their learning and providing both teachers and students with the tools they need to succeed in math class.

2026-2027

Leveraging coherence within identified domain/subcategory to address student progression toward mastery of major content of the grade level, PreK classes will be using PreK On My Way Math curriculum and use the strategies and vocabulary to teach the skills and work towards building conceptual understanding of foundational math concepts. The use of manipulatives and essential tools to develop student understanding, minimize distraction, and maximize coherence between grades. Kindergarten will use the Tier One curriculum, Eureka Squared, by focusing on the big concepts in math, empower teachers to elevate students' understanding through a thoughtful lesson sequence, reinforcing their learning and providing both teachers and students with the tools they need to succeed in math class.

Use "Purchased Resources to Support Priority Goals" document from above

Professional Development Offered
2024-2025: PLCs will focus on planning for student tracking toward progress of identified standards within the subcategory needs area, curriculum specialist provides specific PD based on goal identified/follow up support, curriculum specialist supports math content lead. 2025-2026: District Wide Professional Development focusing on Eureka Squared and Math strategies-Unpacking Standards. In PLC teachers will establish classroom WIGS and individual goals for students. 2026-2027 District Wide Professional Development focusing on Eureka Squared and Math strategies-Unpacking Standards. In PLC teachers will establish classroom WIGS and individual goals for students.

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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 be based upon proficiency performance data from Checkpoint mid year. We will know the efforts made during PLC and instruction are making an impact based on proficiency.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
District Made Assessment	38.6%	47.7%	52.7% Proficient	65% Proficient	85% Proficient	75% Proficiency 36.4% Growth	83.2% Proficient
			Met Goal? YES		Met Goal? YES		Met Goal? YES

Quarter 1 Reflection –

All teachers are on base with the Tier 1 curriculum. Teachers have gained a more in depth understanding of the Illuminate program to analyze student data.

Quarter 2 Reflection –

Student progression has improved based on implementation of Tier 1 curriculum and analyzing student data.

Quarter 3 Reflection –

Student achievement shows the goal of 75% proficiency has been surpassed.

End of year Reflection –

The use of Tier 1 curriculum is effective when teachers are able to analyze student data to determine areas of growth. Teacher will continue to use these strategies going forward and find ways to advance students' growth further.

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2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
District Made Assessment	66.1% Mastery	30% to 70% Counting objects and matching to the correct number.	Not all students mastered this	70% of students will be mastery on district checkpoint in Feb 2026	Not all students mastered this	By EOY, 79% of the students can add and subtract within 10.	73.8% mastered
			Met Goal? No		Met Goal? NO		Met Goal? YES

Quarter 1 Reflection –

Students are progressing in the right direction to achieve this goal. Based on the time of year when the baseline assessment was given student's knowledge of foundational math skills were not established.

Quarter 2 Reflection –

Due to lack of district checkpoints students were not accessed to determine level of mastery for the second quarter. Students were given informal assessments by teachers to determine their ability to count objects 0-10 and 0-20. Data will be from the district MOY checkpoint to address the 3rd quarter goal.

Quarter 3 Reflection –

Due to lack of district checkpoints students were not accessed to determine level of mastery for the second quarter. Students were given informal assessments by teachers to determine their ability to count objects 0-10 and 0-20. Data will be from the district MOY checkpoint to address the 3rd quarter goal.

End of year Reflection –

EOY data shows that the student goal was met. Teachers, Admin, and Instructional Coach will continue to review student data during PLC's to ensure student growth is met throughout the school year.

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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
District Made Assessment							
			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:

Special Persons Day: This is a special day where students invite significant people from their lives, like their grandparents, aunts, uncles, etc. to come and spend time with them at our school. This event helps build relationships with our families and parents/guardians are able to leave feedback on their experiences to help better our curriculum and family events.

STEM day: The benefits of families experiencing school as a place of learning and fun, along with creating a school community outweighs everything else. Further, it helps students get excited about science and sets the stage for student success.

LITERACY Day: The purpose of this event is to encourage reading and writing among students. This event focuses on promoting literacy and the value of teaching children to read by helping students and parents discover ways to engage in all types of literacy.

2025-26:

Special Persons Day: This is a special day where students invite significant people from their lives, like their grandparents, aunts, uncles, etc. to come and spend time with them at our school. This event helps build relationships with our families and parents/guardians are able to leave feedback on their experiences to help better our curriculum and family events.

Global Playday: This day is a school wide event that allows our students to engage in free and unstructured play throughout our campus. The students are chaperoned by staff and parents to engage with and spend quality time with students. Play Day encourages our students to promote their creativity, problem-solving skills, and social interactions in an unstructured and spontaneous environment.

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Parent/Teacher Conferences: This event is designed to build rapport/relationships with family while addressing the academic demand and expectations of school. Families are provided with updates about their student's performance socially and academically. They were provided with the checkpoint data and at home resources to help students progress to achieve their individual goals.

2026-2027:

- *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:

Meet and Greet/Open House: Meet & Greet and Open House are important yearly events where teachers actively welcome students and parents at the beginning of the year to our school. This is an opportunity to build a positive connection with the parents and their families.

Pumpkin Palooza: Pumpkin Palooza event to assist parents in strategies/models presented during instruction with Math & Science curriculum- LDOE parent support information-linked on website. This is a great event where families join us for engaging fun!

100th day: allows students to see how far they have come since the start of the school year and to appreciate their hard work and effort. Builds math skills: Many activities and events that are planned for the 100th day of school are math-based like counting to 100 and making a collection of 100 items.

2025-26:

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

2024-25: Parents will be communicated to via: Home connection letters, newsletter, progress report, jpams, social media, google classroom, communication log, and parent/teacher conferences.

2025-26: Parents will be communicated to via: Home connection letters, newsletter, progress report, jpams, social media, google classroom, communication log, and parent/teacher conferences.

2026-27: Parents will be communicated to via: Home connection letters, newsletter, progress report, jpams, social media, google classroom, communication log, and parent/teacher conferences. This will our first year conducting Student Led Conference in Kindergarten.

Transitions for Incoming and Outgoing Students

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

2024-25: Transition Day: Designed to supply resources to help families gain a deeper understanding of the Pre-kindergarten to Kindergarten transition process. Find practical guides, information on special topics, and relevant research and expectations on their journey to Kindergarten. Kindergarten in previous years has attended “Bump Day.” This day allows for parents and students to explore and tour their new school.

2025-26: Transition Day: Designed to supply resources to help families gain a deeper understanding of the Pre-kindergarten to Kindergarten transition process. Find practical guides, information on special topics, and relevant research and expectations on their journey to Kindergarten. Kindergarten in previous years has attended “Bump Day.” This day allows for parents and students to explore and tour their new school.

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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	X												

**St. Tammany Parish 2024-2027
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