

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	
All Students	
At the end of the 2023-2024 school year, 77% of third grade students scored Benchmark or Above on the DIBELS 8th Assessment.	At the end of the 2023-2024 school year, 49% of kindergarten students scored Below Benchmark or Well Below Benchmark on the DIBELS 8th Assessment.
According to Math LEAP2025 data from the 2023-2024 school year, 46% of students in grades 3-8 were strong in the area of Expressing Mathematical Reasoning.	According to Math LEAP2025 data from the 2023-2024 school year, 33% of students in grades 3-8 were strong in Additional and Supporting Content.
At-Risk Student Groups (SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)	
According to LEAP 2025 Data for the 2023-2024 school year, the assessment index for SWE students in Science was 23.8 points lower than general education students.	According to LEAP 2025 Data for the 2023-2024 school year, the assessment index for SWE students in ELA was 34.2 points lower than general education students.
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
81% of respondents noted a supportive environment for staff.	69% of respondents believed there is support for student goals.

2025-26

STUDENT ACHIEVEMENT DATA

All Students

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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)

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SCHOOL CULTURE DATA - MRA

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

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2026-27

STUDENT ACHIEVEMENT DATA

All Students

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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)

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SCHOOL CULTURE DATA - MRA

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

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

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

School Improvement Focus Area

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

Leadership Goal

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

2024-25

Cultural Domain (using the data from our MRA survey)

- Priority Goal number 1 is increasing our sub measure of supporting student goals
- Priority Goal number 2 is increasing proficiency in ELA (DIBELS)
- Priority Goal number 3 is increasing percent proficient in Math through a focus on analysis of student work to make instructional decisions.

Data:

- MRA survey at the end of the year
- DIBELS data throughout the year
- District checkpoints/student work/assessments/LEAP scores for Math.

Overall SPS score should improve with these areas of intentional focus.

Instructional leadership is the area of focus. Specifically Teacher Effectiveness through the development and support of teacher and student data gathered through observations, checkpoints/standards based student work, to help in developing the best instructional strategies to meet the needs of the teachers and students.

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2025-26

2026-27

LEADERSHIP TEAM LONG-RANGE PLAN

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

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Date of ILT	Outcome	Materials	Follow-Up
September 4, 2024	Discussed 24-25 SAP goals, created a plan for leadership notebook walkthroughs	2024-2025 School Advancement Plan	Create a walkthrough look-for tool, Divide faculty amongst team members
October 2, 2024	Finalized Leadership Notebook Walkthrough Tool and expectations	Leadership Notebook Walkthrough Tool/Google Form	
November 13, 2024	Review Leadership Notebook Walkthrough Data	Leadership Notebook Walkthrough Data	
December 11, 2024			
January 8, 2025			
February 5, 2025			
March 12, 2025			
April 2, 2026			
May 7, 2025			

LONG-TERM SCHOOLWIDE GOAL (LAG MEASURE) - SCHOOL'S ACADEMIC WIG

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
 - *Is the goal relevant? Does it align with the school needs assessment?*
 - *Is the goal measurable? How will you progress monitor?*
 - *Is the goal reasonable and achievable? Can it be met? Do you have a plan to meet it?*
 - *What new learning and/or support is needed to meet the goal?*

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Schoolwide Goal

From Fall 2024 to Fall 2027, Fifth Ward Jr. High School will increase the SPS from ___ to ___ through a focus on ____ (use school improvement focus area listed above).

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

2024-25 Components of SPS

Assessment Index (AI)

- What is your current AI in –
 - ELA - 82.5
 - Math - 73.9
 - Science - 66.3
 - Social Studies -
 - Overall - 74.2
- Where are there opportunities for growth? Science and Math

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 - 99.6% / 149.9 points
- Where are there opportunities for growth?

DCAI (Jr. Highs ONLY)

- What is your current DCAI - 144.6
- Where are there opportunities for growth?

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<p>ACT Index (High Schools ONLY)</p> <ul style="list-style-type: none">● What is your current ACT index?● Where are there opportunities for growth?	<p>Strength of Diploma Index (SOD) (High Schools ONLY)</p> <ul style="list-style-type: none">● What is your current SOD? <p>How many students/What percent earned-</p> <ul style="list-style-type: none">○ 160?○ 150?○ 115?○ 110?○ 100? <ul style="list-style-type: none">● Where are there opportunities for growth?
<p>Graduation Rate (High Schools ONLY)</p> <ul style="list-style-type: none">● What is your current grad rate?● Where are there opportunities for growth?	<p>Graduation Rate Index (High Schools ONLY)</p> <ul style="list-style-type: none">● What is your current grad rate index?
<p>2025-26 Components of SPS</p>	
<p>Achieve Index (AI)</p> <ul style="list-style-type: none">● What is your current AI in –<ul style="list-style-type: none">○ ELA?○ Math?○ Science?○ Social Studies?○ Overall?● Where are there opportunities for growth?	<p>Growth Index (GI)</p> <ul style="list-style-type: none">● What is your current GI in –<ul style="list-style-type: none">○ ELA?○ Math?○ Lowest 25% in ELA?○ Lowest 25% in Math?○ ELL population?○ Overall?● Where are there opportunities for growth?

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<p>Thrive Index (TI) (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall TI? ● Where are there opportunities for growth? 	<p>Readiness on Nationally Recognized Exams (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current percentage of students earning at least- <ul style="list-style-type: none"> ○ ACT of 20? ○ SAT of 1040? ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? ● Where are there opportunities for growth?
<p>University Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? ● Where are there opportunities for growth? 	<p>Career Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? <p>How many students/What percent earned-</p> <ul style="list-style-type: none"> ○ Basic bundle + internship? ○ Advanced credential + internship? ○ 2 years of FF-aligned registered apprenticeship? ○ Certificate of technical studies in high wage/high demand industry? <ul style="list-style-type: none"> ● Where are there opportunities for growth?
<p>Service Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? <p>How many students/What percent have-</p> <ul style="list-style-type: none"> ○ Signed military acceptance letter? ○ Service Academy acceptance? <ul style="list-style-type: none"> ● Where are there opportunities for growth? 	<p>Graduation Rate (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate? ● Where are there opportunities for growth?

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2026-27 Components of SPS

<p>Achieve Index (AI)</p> <ul style="list-style-type: none"> ● What is your current AI in – <ul style="list-style-type: none"> ○ ELA? ○ Math? ○ Science? ○ Social Studies? ○ Overall? ● Where are there opportunities for growth? 	<p>Growth Index (GI)</p> <ul style="list-style-type: none"> ● What is your current GI in – <ul style="list-style-type: none"> ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall? ● Where are there opportunities for growth?
<p>Thrive Index (TI) (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall TI? ● Where are there opportunities for growth? 	<p>Readiness on Nationally Recognized Exams (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current percentage of students earning at least- <ul style="list-style-type: none"> ○ ACT of 20? ○ SAT of 1040? ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? ● Where are there opportunities for growth?
<p>University Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? ● Where are there opportunities for growth? 	<p>Career Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? <p>How many students/What percent earned-</p> <ul style="list-style-type: none"> ○ Basic bundle + internship? ○ Advanced credential + internship? ○ 2 years of FF-aligned registered apprenticeship?

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	<ul style="list-style-type: none"> ○ Certificate of technical studies in high wage/high demand industry? ● Where are there opportunities for growth?
<p>Service Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? <p>How many students/What percent have-</p> <ul style="list-style-type: none"> ○ Signed military acceptance letter? ○ Service Academy acceptance? <ul style="list-style-type: none"> ● Where are there opportunities for growth? 	<p>Graduation Rate (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate? ● Where are there opportunities for growth?

PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

In order to grow the SPS, identify 1 culture and 2 academic core areas that will be a priority for the next three years. Create a goal for each priority area that includes an aligned focus area that is connected to the leadership goal. *Note: The focus area can be the same for all three goals or slightly different.*

- Priority Goal #1 (Culture) - Student Goals
- Priority Goal #2 (Academics) - DIBELS
- Priority Goal #3 (Academics) - Math

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Fifth Ward Junior High School will increase the MRA sub-measure student goal support from 69 to 80 through a focus on setting WIGs and students self-monitoring their progress with teacher support.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
69	73		76		80	

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	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
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How are we going to get there?

- All students will maintain Leadership Notebooks.
- Students will set ELA and Math goals and track their progress towards obtaining the goals.
- Teachers will check notebooks monthly.
- The Leadership and Academic Action Team members will conduct walkthroughs to monitor Leadership Notebooks.
- Teachers will celebrate successes.

Purchased Resources to Support Priority Goals

Professional Development Offered
Teachers will participate in professional development on creating and maintaining Leadership Notebooks.

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?

- Teachers and students understand their state testing performance results.
- Teachers have set individual student goals.
- Students take an active role in reflecting upon their performance and setting their own goals.
- Goals for progress-monitoring are set for each student utilizing district checkpoints and other relevant assessments.
- Students can explain their goals and steps they are taking to meet them.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
100% of classrooms have evidence of individual	Will conduct walk-throughs in the 1 st nine weeks looking for evidence						

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student goal setting	of student goal setting						
			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 –

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

Quarter 1 Reflection –

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Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

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End of year Reflection –

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Priority Area #2 Goal

From Spring 2024 to Spring 2027, Fifth Ward Junior High School will improve reading achievement by increasing the percentage of students scoring At or Above Benchmark on DIBELS 8th from 64.5% to 70% through a focus on analysis of student data to make instructional decisions.

	2024 % Proficient (Baseline)	2025 % Proficient	2026 % Proficient	2027 % Proficient
All Students	64.5%			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	48%			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	57%			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	11%			
		Met Goal?	Met Goal?	Met Goal?

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		Y N	Y N	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?

- Students will participate in WIN Time 4 days a week for 30 minutes a day. After reviewing data, students are placed in groups according to their area of need. Teachers will monitor student progress and make adjustments to groupings and instruction as needed.

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

Professional Development Offered
Project Read, S.P.I.R.E., Science of Reading, how to analyze DIBELS data and select appropriate lessons in mClass Instruction to maximize growth, Planning phonological awareness and phonics differentiated activities

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?

- Ideally, students will reach benchmark for their grade level by the end of the year. However, student growth is the ultimate goal. If students are showing progress towards benchmark and/or their individual growth score as indicated in the Growth Outcomes Report in Amplify, interventions would be considered successful.

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

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60% of students will score At or Above Benchmark at MOY	We will progress monitor students scoring Below and Well Below Benchmark every 2 to 3 weeks						
			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 –

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

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			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 –

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

Quarter 1 Reflection –

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Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Fifth Ward Junior High School will increase percent proficient in Math from 46.7% to 52% through a focus on analysis of student work to make instructional decisions.

	2024 % Proficient (Baseline)	2025 % Proficient	2026 % Proficient	2027 % Proficient
All Students	46.7%	48%	50%	52%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	8%			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	0%			
		Met Goal?	Met Goal?	Met Goal?

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		Y N	Y N	Y N
Lowest 25% in ELA?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?	0%			
		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?

Teachers will utilize the Tier 1 math curriculum, Eureka Math² and Ready. As needed, students will participate in W.I.N. Time for math.

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

Professional Development Offered

Teachers will participate in the Eureka Math² and Ready PD opportunities provided by the district throughout the school year.

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?

- Students will take district checkpoint assessments, classroom assessments, and iReady Benchmark assessments throughout the year. By analyzing the data, teachers will determine if students are making satisfactory progress and adjust instruction as needed.

2024-25

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Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
48% of our students will score at Satisfactory or High Quality after the	We will administer district checkpoints and district provided assessments to progress monitor.						
			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 –

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
			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 –

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

OTHER SUPPORT

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

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

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

Parent and Family Engagement (PFE) Activities

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

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

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2024-25:

- **General Parent Teacher Conferences** - Teachers meet on an as needed basis to communicate student progress towards goals.
- **School Building Level Committee** meetings are held weekly to discuss opportunities for interventions, screenings, and progress monitoring in areas of need (Behavioral, Social, Academic).
- **IEP Meetings**- Parents/guardians of students with special needs are involved in each child’s individual education plan to determine goals, accommodations, minutes, and testing accommodations.
- **Scheduling Committee** - Parents have the opportunity to provide input in scheduling at the end of every school year for academic choices in grades 5th - 8th.
- **PTO Meetings** are held every other month to discuss budgeting, events, academics, and school wide goals. Parents are asked to provide input on all of these areas.
- **SIP/Title 1 Parent meetings** are held to inform and involve parents in the overall school’s improvement plan.

2025-26:

2026-27:

- **Identify and describe PFE events (at least 3 per year) and activities to support family engagement.**

***Note – There should be a reflection for each PFE event in the “Reflections” section at the end of this document.**

2024-25:

- Student Led Parent Conferences
 - In the spring, students in grades 4-6 will lead a Parent Conference to show their progress throughout the first half of the year. Students will “walk” their parents through their Leadership Notebooks, explaining their goals and goal trackers.
- DIBELS & Donuts
 - In the fall, parents will attend an informational meeting about DIBELS. During this meeting, the process for administering the assessment components will be explained. Parents will be given strategies for how they can help their child(ren). They will also be taught how to understand the parent reports.
- Fall Family Fest - October 22, 2024

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- In the fall, parents will be invited to an evening event which will include a focus on math learning activities. This will provide parents with strategies to help their child(ren) with math. Student performances will also take place to showcase our fine arts.

2025-26:

2026-27:

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

2024-25:

- Weekly Newsletters
- Weekly Graded Paper Folders - 1st-6th grades
- Report Card Envelopes - All grades send home report card
- Agendas/Planners- All planners go home with each student to communicate with parents regarding student progress (homework, events, assignments, tests).
- Robo Calls made for all important upcoming school wide events/activities
- Statewide Test Results available in JCAMPUS
- Invitations/Flyers
- Marquee Board Announcements on school sign
- Teacher Webpages- Teachers update their webpages on a weekly basis to include information about overall weekly goals/homework.
- Student Progress Center- Parents are able to check student progress at any time to view grades teachers input into JPams

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(technology grade program)

- Interim Reports- Distributed mid-way through the nine week grading period to inform parents of grade averages that are below satisfactory.
- IEP Progress Reports are sent home quarterly.
- Parents/Caregivers will receive Summer Reading Books to promote reading at home during the summer months.
- Meet and Greet

2025-26:

2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25:

- Bump Day for 2nd through 6th grade students
 - Students in grades 2-6 participate in a transition activity which involves “bump”ing up to the next grade level to learn about what should be expected in the coming school year. Parents are invited to participate.
- Cub Day at Covington High School
 - Students in 8th grade participate in Cub Day at Covington High to learn more about what is offered for them in 9th grade.

2025-26:

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2026-27:

FISCAL PLANNING

Budgets used to support these priority areas

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

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Date