

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

ELA Sixth Grade assessment index grew 6.6, proficiency grew 7.2%
 Fourth Grade Math assessment index grew 8 points, 6.3% proficient
 Sixth Grade assessment index grew 1.1 points
 SCIENCE, Fourth grade percent proficient increased 3.8%
 Fifth grade science assessment increased by 8.9 points, and percent proficient increased 8.3%
 Fifth and Sixth grade increased in vocabulary

As a school, we decreased 11% strong in the area of written expression
 ELA Fifth dropped 2.7 assessment index, but grew proficiency 6%
 ELA Fourth dropped 8.7 assessment index, - 7.1 % proficient
 Fifth Grade math assessment index dropped 9.2 points, - 4.3%
 Sixth Grade math percent proficient decreased 6.6%
 Fourth, Fifth, and Sixth showed weakness across all grade levels in the area of Reasoning Scientifically.
 SCIENCE, Fourth grade assessment index dropped 1.4 points
 Six Grade science assessment index decreased 2.3 points, percent proficient decreased 7.2%
 Major Content decreased in both fifth and sixth grade

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At-Risk Student Groups (SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)	
African American/Black subgroup in ELA assessment index increased from 75.2 to 83.2; Math assessment index 53.3 to 63.2; Science increased from 41.9 to 64.2. Students with Exceptionalities in ELA assessment index increased from 63.6 to 69.4; Math increased from 46.7 to 62.8; Science increased from 54.1 to 71.5.	EL subgroup in ELA index decreased from 16 points to 7.7; Math decreased from 21.3 to 6.2; Science decreased from 33.3 to 6.2
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
School goals increased 14 points on the MRA Community engagement increased 12 points Staff leadership personal effectiveness increased 11 points The amount of formal state form write ups decreased from 2023.	Academic Self Efficacy dropped 3 points Interpersonal development decreased 1 point
2025-26	
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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2026-27

STUDENT ACHIEVEMENT DATA

All Students

At-Risk Student Groups

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

SCHOOL CULTURE DATA - MRA

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

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

- *Based on the above needs assessment and the Beginning-of-the-Year conference, what will be the school improvement area of focus that will impact all academic settings?*

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- *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

Students determine which of the four methods is to be used when providing clear reasoning supported by text-based evidence throughout all content areas.

Principal's leadership goal for the 24-25 school year falls within the domain of School Mission, Vision, and Strategic Goal Setting. The descriptor identified as an area for growth is 'effectively utilizes student data and student work to create and/or revise action plans a few times during the school year'. This descriptor is found within the Goal-Setting and Monitoring Indicator.

2025-26

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
8.26.2024	Data analysis; SAP goals for 24-27	LEAP 2025 Data from 2024	PLC notes, meeting 9.30.2024
9.30.2024	Plan agendas for Vertical PLC's	PLC notes from September	PLC notes from vertical PLC
10.28.2024	Review notes from Vertical PLC & plan agendas for December PLC	PLC documents in Google Classroom; snapshot tool	Admin plans for classroom snapshots for the remainder of semester.
12.16.2024	Analysis of checkpoints for fall, plan for January PLC; Analysis of classroom snapshots	PLC documents in Google Classroom	PLC notes, meeting in January
1.27.2025	Review notes from Jan. PLC, plan for March Vertical PLCs	PLC documents in Google Classroom; snapshot tool	ILT members will complete snapshots through Feb.
3.24.2025	Review notes from Vertical PLC	PLC documents in Google Classroom	Create presentation to share snapshot data with faculty
4.28.2025	Analysis of Checkpoints; Snapshot data; Adjusting SAP if needed	PLC documents in Google Classroom	May close out; prepare SAP for the following year based on preliminary data.

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

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

Schoolwide Goal

From Fall 2024 to Fall 2027, Gayle Sloan Middle School will increase the SPS from ____ to ____ through a focus on using clear reasoning, supported by text-based evidence in all content areas. (SPS SCORE NOT RECEIVED AT THIS TIME)

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? 95.2
 - Math? 88.9
 - Science? 88.5
 - Social Studies? Not reported
 - Overall? 90.9

Progress Index (PI)

- What is your current PI in –
 - ELA? 75.7%
 - Math? 64.4%
 - Overall?

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<ul style="list-style-type: none"> Where are there opportunities for growth? Increase in proficiency with SWE population due to the increase in personnel servicing those students; Increase in science with year 2 implementation of Amplify Science; Intervention piece in both Math and ELA have significant room to improve. 	<ul style="list-style-type: none"> Where are there opportunities for growth? Fifth grade math; Fourth grade ELA; Sixth Grade science
<p>Interests and Opportunities (I/O)</p> <ul style="list-style-type: none"> What is your current I/O? 100% Where are there opportunities for growth? 	<p>DCAI (Jr. Highs ONLY) NOT APPLICABLE</p> <ul style="list-style-type: none"> What is your current DCAI? Where are there opportunities for growth?
<p>ACT Index (High Schools ONLY) NOT APPLICABLE</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) NOT APPLICABLE</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) NOT APPLICABLE</p> <ul style="list-style-type: none"> What is your current grad rate? 	<p>Graduation Rate Index (High Schools ONLY) NOT APPLICABLE</p>

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<ul style="list-style-type: none"> ● Where are there opportunities for growth? 	<ul style="list-style-type: none"> ● What is your current grad rate index?
2025-26 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?

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<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?
<p align="center">2026-27 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?

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	<ul style="list-style-type: none"> Where are there opportunities for growth?
Thrive Index (TI) (High Schools ONLY) <ul style="list-style-type: none"> What is your current overall TI? Where are there opportunities for growth? 	Readiness on Nationally Recognized Exams (High Schools ONLY) <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?
University Accelerator (High Schools ONLY) <ul style="list-style-type: none"> What is your current overall percentage? Where are there opportunities for growth? 	Career Accelerator (High Schools ONLY) <ul style="list-style-type: none"> What is your current overall percentage? How many students/What percent earned- <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?
Service Accelerator (High Schools ONLY) <ul style="list-style-type: none"> What is your current overall percentage? How many students/What percent have- <ul style="list-style-type: none"> Signed military acceptance letter? 	Graduation Rate (High Schools ONLY) <ul style="list-style-type: none"> What is your current grad rate? Where are there opportunities for growth?

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<ul style="list-style-type: none">○ Service Academy acceptance?● 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) – **Academic Self Efficacy (as noted in the MRA survey); Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits.**
- Priority Goal #2 (Academics) – **ELA; Written Expression**
- Priority Goal #3 (Academics) – **Math; Major Content (sub areas noted for each grade level)**

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Gayle Sloan Middle School will increase the MRA sub-measure 'Academic Self Efficacy' from 75 to 85 through a focus on individual goal setting, progress monitoring, and a concentration on data binders through the Leader in Me initiative. This goal is a significant 10 point increase over three years.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
75	85					
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there?

[Purchased Resources to Support Priority Goals](#)

Professional Development Offered

CORE 1 training to all faculty and staff; Marc Mcleoud p.d.; Adult Lighthouse back to school P.D.; Adult Lighthouse check ins at faculty meetings.

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?

- Students will be fully invested and engaged with the use of their data binders; Students will create their own WIGS and participate in the creation and authoring of their class wide WIGS. Throughout the campus, WIG and data bulletin boards will be visible. Progress monitoring and tracking will take place by teachers, admin, and students with all online digital intervention platforms. Leader in Me implementation will be seen with daily 20 minute LIM lessons during homeroom. By the end of the first semester, we will see all students fully engaged in the use of their data binders.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
100% of students possess and use a data binder.	At the start of the 24-25 school year, 0% of our students utilize and possess a data binder.	25% of students are intentionally using data binder to track their progress with a measurable academic goal.	Qualitative snapshot data indicates that all students possess a data binder and many are using it to track measurable goals such as discipline and attendance.				
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Through our Leader in Me Coaching Session, our adult Lighthouse team completed quick snapshots school wide. A snapshot tool was used to collect the data, that was then compiled into a spreadsheet. Results indicate that all students have a data binder, and some are intentionally using

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this tool to track academic data. Moving into the second nine weeks, we will implement SCHOOL WIDE WIGS, complete with data bulletin boards displayed in the hallway that will track attendance, discipline/write ups, and I.D.'s.

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 –

Quarter 2 Reflection –

Quarter 3 Reflection –

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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 –

Priority Area #2 Goal

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From Fall 2024 to Fall 2027, Gayle Sloan Middle School will increase the **Math percent proficient from 64.4% (2024 score) to 70.4% through a focus on specific Major Content areas identified as a weakness in each grade level.** *This goal is a 6-point increase over three years, averaging moving 2 points per year.*

Sixth Grade: Increase Rational Numbers/Multiply and Divide Fractions (Baseline 2024 Score 58%)

Fifth Grade: Interpret Fractions, Place Value & Scaling (Baseline 2024 Score 36%)

Fourth Grade: Multiplicative Comparison & Place Value (Baseline 2024 Score 55%)

	2024 Math Assessment Index (Baseline)	2025 Math Assessment Index	2026 Math Assessment Index	2027 Math Assessment Index
All Students	64.4% percent proficient			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	62.8 (Assessment index)			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	6.2 (Assessment index)			
		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

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Other?	**			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there? Delivery of high quality instruction of the tier 1 curriculum; Using intervention programs (Math Equipt, Reflex, Moby Max, Frax, iReady My Path) to meet students where they are. Small group instruction and re-teaching during application portions of lessons.

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

Professional Development Offered

Short Term Wins

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

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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
Math percent proficient will increase 68% proficient for LEAP Spring 2025.	Math percent proficient is 64.4% (Data from LEAP Spring 2024) for Major Content.	iReady Diagnostic was administered and analyzed. Diagnostic Readiness for 4th & 5th grade results were analyzed. The	Reflex is being used on our campus. During October PLC, expectations were set that all students be using Reflex	Math Checkpoints given in November for all grades, and iReady Winter Diagnostic. A STW would be for students			

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		identified priority through this data was a need for fluency.	(when appropriate and assigned) regularly during intervention. All 6th graders have completed the iReady Diagnostic.	to show 66% proficient.			
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Our teachers are doing an excellent job in planning and PLC to identify problems where the major content strand is addressed. Teachers are bringing this student work back to PLC and analyzing it. At this time, we do not have valid data to track our progress, as we have not yet given the math checkpoints. Diagnostic data being used is the EOY from the grade before. We do not feel as though this would be a good measure to begin with.

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

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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
			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

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Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Gayle Sloan Middle School will increase the **ELA Percent Proficient from 75.7 to 84.7 through a focus on Written Expression. This is a 9% increase over a three-year period, resulting in an average of 3% growth per year.**

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	75.7% percent proficient			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)	Assessment Index			
SWE	69.4			

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		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	7.7			
		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? Through the PLC/ILT process, our teams will identify Guidebook lessons and parts of Guidebook lessons where students are prompted to express their understanding through written expression. Teachers will use the LEAP rubric to assess and score student writing, bring those student work samples back to PLC, and analyze the student work. Throughout the course of the year, teachers will share strategies and activities during PLC to capitalize on each other's strengths, learning from each other, and bringing solid instructional ideas back to their classrooms to implement.

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

Professional Development Offered

District Training, EDU 2020 GSMS ELA teachers attended; ELA curriculum specialist to attend PLC to support

Short Term Wins Using guidebook assessments, district checkpoints, and interim data to track student proficiency

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?

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
To grow 4% (77%) school wide written expression; Using LEAP writing rubric to score any formal written expression assignments.	73% school wide, written expression	Every student took LEAP 360 Diagnostic assessment. Results were analyzed. All grade levels completed checkpoints in the first quarter.	During PLC's, faculty members took the time to break down and analyze the rubric, just focusing on one strand of the rubric. Waiting breakdown for ELA Sept. /Oct. Checkpoints	Using the unit study tool, teams determined specific 'let's express your understanding slides' to identify where progress monitoring would take place. Using a quick 3,2,1 rubric, teachers will begin to look at written expression proficiency.			
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

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Quarter 1 Reflection –

Our ELA teachers have been working hard to incorporate ways to teach and expose our students to the LEAP writing rubric. They have spent a great deal of time in PLC looking at the assessment guidance from the state and searching for student exemplars to use with instruction. We are excited to look at the ELA checkpoints results in the near future to gauge student growth.

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 –

Quarter 2 Reflection –

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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). **NOT APPLICABLE**

Link/Upload your [school's literacy plan](#) that includes interventions to the district-designated location (K-3 schools ONLY).
NOT APPLICABLE

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: Coffee With Keller (PTA event where Mrs. Keller will explain the SAP, our goals and plan of implementation)

PTA Executive Board meetings; PTA General Meetings

Open House, share SAP goals

Family STEM Night- January 2025

Seagull Stroll- Student showcase

2025-26:

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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: **Family STEM Night- January 2025**

Seagull Stroll- Student showcase

Grandparents Day

Dad’s Bingo Night

Mom’s Cookies and Canvas

GSMS Incoming Premiere Night

2025-26:

2026-27:

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

2024-25: **School Website; Open House; Quarterly School Newsletter**

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: Gayle Sloan Middle School has several events on the calendar that will be planned for transitioning incoming and outgoing students.

All incoming fourth graders and their families will be invited to our Seagull Stroll that will occur on the evening of Thursday, March 20, 2024. Seagull Stroll will give our incoming students a chance to see all of the different opportunities that GSMS has to offer. Our current students will showcase their art, musical talents, stellar school work, etc.

Incoming Fourth Graders (Parents/Caregivers from Feeder Schools) Parent Premier Night will be hosted on April 10, 2025. We will utilize the Student Lighthouse Team and Student Ambassadors to go deliver a presentation where pertinent information about our school will be shared. Tours will also be given at this time.

On May 9, 2025, we will host third graders from both Magnolia Trace and Woodlake Elementary. This will be a visit during the school day where we will utilize our Student Lighthouse Team and Student Ambassadors to give tours around the school and explain information pertinent to our school.

In Spring 2025, we will host both administrations from Monteleone and Fountainbleau Junior High to visit with our sixth grade students. At this time, those students will receive pertinent information about the junior high in which they will attend. They will be encouraged to ask questions about the school in this small group setting.

In Spring 2025, our sixth grade students who will be attending Monteleone Junior High will take a field trip during the school day. They will be given a tour and have the opportunity to walk around the school ahead of the transition.

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2025-26:

2026-27:

FISCAL PLANNING

Budgets used to support these priority areas

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

DISTRICT ASSURANCES

- ☐ I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.
- ☐ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- ☐ I hereby certify that this plan has all of the following components:
- Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement events aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high-quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A school-wide action plan with timelines and specific activities for implementing the above criteria
- ☐ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date

REFLECTIONS

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

Parent and Family Engagement Reflection:

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

Event Name:

Date/Time:

Targeted Priority Area:

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Year 1 Reflections:

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

Year 2 Reflections:

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

Year 3 Reflections:

St. Tammany Parish 2024-2027

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