

2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

St. Tammany Parish



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

COMPREHENSIVE NEEDS ASSESSMENT

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

| STRENGTHS | WEAKNESSES |
|--|---|
| 2024-25 | |
| STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025, ACT, WORK KEYS, IBCS, GRAD RATE, ETC. | |
| All Students | |
| <ul style="list-style-type: none"> ● ELA proficiency is above state and district and has maintained as the highest school score (69%) ● 8th grade math proficiency has gone up 12% from 37% to 49% | <ul style="list-style-type: none"> ● 7th grade math proficiency dropped 7% from 54% to 47% ● 7th grade science proficiency dropped 13% from 55% to 42% ● 8th grade science proficiency dropped 9% from 56% to 47% |
| At-Risk Student Groups (SWE and ESL data <u>must</u> be included as well as any other potential labeled student group) | |
| <p>ELA-</p> <ul style="list-style-type: none"> ● Hispanic population Assessment Index increased 24 points from 69.5 to 94.4 ● Economically disabled population increased 6 points from 75 to 81 ● EL grew 6.9 points from 16 to 22.9 <p>Math-</p> <ul style="list-style-type: none"> ● African American students showed a growth of 3 points from 40.3 to 43.3 ● Hispanic students showed a growth of 24.3 points from 47.2 to 71.5 <p>Science-</p> <ul style="list-style-type: none"> ● Hispanic population AI showed a growth of 20.6 points from 51.6 to 72.2 | <ul style="list-style-type: none"> ● In the ELA Assessment Index, SWE decreased 3.9 points from 47.7 to 43.8 ● In science the African American population AI decrease 12.7 points from 58.3 to 45.6 |
| SCHOOL CULTURE DATA - MRA | |

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| | |
|---|--|
| (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report) | |
| <ul style="list-style-type: none"> All categories in academics showed an increase. Student leadership, empowering teachers, empowered learners and goal achievement all grew | <ul style="list-style-type: none"> Culture, while still increasing, is an area of opportunity. Specifically supportive environment for students is an area of need at 67 points. 15% of students received suspensions in 23-24 an increase of 4% from 11% in 22-23 |
| 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) | |
| | |
| 2026-27 | |
| STUDENT ACHIEVEMENT DATA | |
| All Students | |
| | |
| At-Risk Student Groups | |
| (SWE, ESL, and the lowest performing 25% in ELA and math data <u>must</u> be included as well as any other potential labeled student group) | |
| | |
| SCHOOL CULTURE DATA - MRA | |
| (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report) | |
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LEADERSHIP GOAL - PRINCIPAL'S WILDLY IMPORTANT GOAL (WIG)

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

| School Improvement Focus Area | Leadership Goal |
|---|--|
| 2024-25 | |
| We are analyzing student progress to determine academic support/intervention needed. The goal is to identify strategies to support underachieving students without compromising the progress of high-achieving students. This involves analyzing individual student | The leadership goal is to continue strengthening instructional leadership . To ensure all students receive the appropriate support, we will implement strategies to engage all teachers in utilizing data effectively. This involves providing teachers with training on data |

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|---|---|
| <p>data to pinpoint specific areas where underachievers are struggling and tailoring interventions accordingly. The overall aim is to ensure all students are making significant academic progress.</p> | <p>literacy, tools for data analysis, and opportunities for collaboration. By using data to inform instructional decisions, teachers can identify students who need additional support, acceleration, or extension, and tailor their instruction accordingly.</p> |
| 2025-26 | |
| | |
| 2026-27 | |
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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 |
|-----------------------------------|-------------------------|--|--------------------------|
| Wednesdays throughout school year | As determined by agenda | Calendars, laptops, achievement data/assessment data | As determined by meeting |
| | | | |
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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, Monteleone Junior High School will increase the SPS from 94.1 to 96.1 through a focus on analyzing student progress to determine academic support/interventions needed.

| 2024 SPS (Baseline) | 2025 SPS | 2026 SPS | 2027 SPS |
|------------------------|------------------|------------------|------------------|
| | + .7 | + .7 | + .6 |
| | 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? 97.5
 - Math? 78.2
 - Science? 74.8
 - Social Studies? 81.8 (2023)
 - Overall? 83.5
- **Where are there opportunities for growth? Science and SWE**

Progress Index (PI)

- **What is your current PI in –**
 - ELA? 105.4
 - Math? 87.1
 - Overall? 97.9
- **Where are there opportunities for growth? Math**

Interests and Opportunities (I/O)

- **What is your current I/O? 150**

DCAI (Jr. Highs ONLY)

- **What is your current DCAI? 116**

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| | |
|---|--|
| <ul style="list-style-type: none"> ● Where are there opportunities for growth? No longer used to measure | <ul style="list-style-type: none"> ● Where are there opportunities for growth? No longer used to measure |
| <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? |
| <p>2026-27 Components of SPS</p> | |

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| | |
|--|---|
| <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? ○ Certificate of technical studies in high wage/high demand industry? <ul style="list-style-type: none"> ● Where are there opportunities for growth? |

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| Service Accelerator (High Schools ONLY) | Graduation Rate (High Schools ONLY) |
|--|--|
| <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? | <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) – Supportive student environment
- Priority Goal #2 (Academics) – Math Student Growth
- Priority Goal #3 (Academics) – Science Student Growth

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Monteleone Junior High School will increase the MRA sub- culture measure, supportive student environment, from a 67 to 73 through a focus on school climate, student empowerment and developing trusting relationships and empowered learners.

| 2024 MRA Score (Baseline) | 2025 MRA Score | | 2026 MRA Score | | 2027 MRA Score | |
|------------------------------|------------------|--------|------------------|--------|------------------|--------|
| | Goal | Actual | Goal | Actual | Goal | Actual |
| 67 | 69 | | 71 | | 73 | |
| | Met Goal? Y N | | Met Goal? Y N | | Met Goal? Y N | |

How are we going to get there?

Develop and implement a homeroom programming that focuses on Leader In Me lessons in a small group setting.
Utilization of house system to support determined needs on campus.

[Purchased Resources to Support Priority Goals](#)

Professional Development Offered

Core 1
August PLCs on homeroom protocols and formats
Ongoing lesson prep and discussion at monthly PLCs

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?

- Student engagement in homeroom setting

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- Student participation in house events
- Increased input from student leadership team
- Student Survey

| 2024-25 | | | | | | | |
|----------------------------------|----------|-----------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|------------------|
| Goal and Data Used(House points) | Baseline | 1 st Quarter STW | Results | 2 nd Quarter STW | Results | 3 rd Quarter STW | Results |
| Alligators | 15 | 100 | Growth | | | | |
| Bears | 40 | 140 | Growth | | | | |
| Bobcats | 25 | 130 | Growth | | | | |
| Coyotes | 50 | 155 | Growth | | | | |
| Heron | 30 | 190 | Growth | | | | |
| Owls | 35 | 110 | Growth | | | | |
| Pelicans | 25 | 130 | Growth | | | | |
| Turtles | 15 | 95 | Growth | | | | |
| | | | Met Goal? Y N | | Met Goal? Y N | | Met Goal? Y N |

Quarter 1 Reflection –

100% students assigned to homeroom
 100% participation kickball tournament
 Herons and Bears recognized as house the month based on house points

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 –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

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Priority Area #2 Goal

From Fall 2024 to Fall 2027, Monteleone will increase the percent proficient in math from 78.2 to 80.2 through a focus on using data from the district checkpoint assessments to determine areas of student need. The STPPS District Checkpoints measure our students' progress towards mastery of the standards at regular intervals throughout the school year. The checkpoints identify students' misconceptions and drive instructional shifts, familiarize students with LEAP-like items and rigor and promote equity in our math courses.

| | 2024 Math % Proficient (Baseline) | 2025 Math % Proficient | 2026 Math % Proficient | 2027 Math % Proficient |
|----------------------------|--|-------------------------------|-------------------------------|-------------------------------|
| All Students | 51.2% | | | |
| | | Met Goal? Y N | Met Goal? Y N | Met Goal? Y N |
| Student Group(s) | | | | |
| SWE | 18.3% | | | |
| | | Met Goal? Y N | Met Goal? Y N | Met Goal? Y N |
| EL | 0% | | | |
| | | Met Goal? Y N | Met Goal? Y N | Met Goal? Y N |
| Lowest 25% in ELA? | Not sure how to calculate this data/is it necessary for this goal? | | | |
| | | Met Goal? Y N | Met Goal? Y N | Met Goal? Y N |
| Lowest 25% in Math? | Not sure how to calculate this data? | | | |
| | | 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?

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- Continue to implement the ready curriculum with fidelity
- Professional development for math teachers in strategies to increase math dialogue
- Continued use of LMJH support program
- The numeracy training modules
- PLCs to unpack checkpoint tests
- PLC to analyze checkpoint test data
- PLC to discuss opportunities to drive instructional shifts

Professional Development Offered

- District led walk-throughs
- PDs with curriculum specialist about data analysis
- PDs with curriculum specialist on unit unpacking

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?

- The goal is to improve student learning by increasing their understanding of the material and their engagement in the checkpoint process. This can be achieved by helping students identify and clarify their misconceptions, and by empowering them through the knowledge they gain from working through various standards.

| 2024-25 | | | | | | | |
|----------------------|-----------------------------|-----------------------------|------------------|-----------------------------|------------------|-----------------------------|------------------|
| Goal and Data Used | Baseline | 1 st Quarter STW | Results | 2 nd Quarter STW | Results | 3 rd Quarter STW | Results |
| BOY/ready/diagnostic | 23% at or above grade level | | | | | | |
| Checkpoints | | | | | | | |
| | | | Met Goal? Y N | | Met Goal? Y N | | Met Goal? Y N |

Quarter 1 Reflection –

Teachers discussed how to unpack, implement and analyze checkpoints.

Quarter 2 Reflection –

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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 –

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, Monteleone Junior High School will increase the percent proficient on Science LEAP from 44.6% to 48.6% through a focus on using data from the district checkpoint assessments to determine areas of student need. The STPPS District Checkpoints measure our students' progress towards mastery of the standards at regular intervals throughout the school year. The checkpoints identify students' misconceptions and drive instructional shifts, familiarize students with LEAP-like items and rigor and promote equity in our science courses.

| | 2024 Science % Proficient (Baseline) | 2025 Science % Proficient | 2026 Science % Proficient | 2027 Science % Proficient |
|---------------------------|---|----------------------------------|----------------------------------|----------------------------------|
| All Students | 44.6 | | | |
| | | Met Goal? Y N | Met Goal? Y N | Met Goal? Y N |
| Student Group(s) | | | | |
| SWE | 18.3 | | | |
| | | Met Goal? Y N | Met Goal? Y N | Met Goal? Y N |
| EL | 0% | | | |
| | | Met Goal? Y N | Met Goal? Y N | Met Goal? Y N |
| Lowest 25% in ELA? | Not sure how to calculate this data/is it needed for this goal? | | | |
| | | Met Goal? | Met Goal? | Met Goal? |

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| | | | | |
|----------------------------|---|------------------|------------------|------------------|
| | | Y N | Y N | Y N |
| Lowest 25% in Math? | Not sure how to calculate this data/is it needed for this goal? | | | |
| | | 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?

- Continue to implement the Amplify curriculum with fidelity
- Professional development for science teachers in strategies to increase science dialogue
- Continued use of LMJH support program
- PLCs to unpack checkpoint tests
- PLC to unpack analyze checkpoint test data
- PLC to discuss opportunities to drive instructional shifts

Professional Development Offered

- District lead walkthroughs
- PDs with curriculum specialist

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?

- The goal is to improve student learning by increasing their understanding of the material and their engagement in the checkpoint process. This can be achieved by helping students identify and clarify their misconceptions, and by empowering them through the knowledge they gain from working through various standards.

2024-25

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

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| | | | | | | | |
|------------------------------------|----------------------------|----------------|------------------|--|------------------|--|------------------|
| BOY/checkpoints 7th | Less than 5% proficient | | | | | | |
| BOY/checkpoints 8 th | Less than 5% proficient | 46% proficient | | | | | |
| | | | Met Goal? Y N | | Met Goal? Y N | | Met Goal? Y N |

Quarter 1 Reflection –

Teachers discussed how to unpack, implement and analyze checkpoints.

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 –

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:

Open house

Future Focus night

Incoming 7th grade night

Spring Fling

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:

- Open house
- Future Focus night
- Incoming 7th grade night
- Spring Fling

2025-26:

2026-27:

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

2024-25:

- STPPS Website
- Robocalls
- PTSA social media
- JPAMS
- Open House
- Parent communication (conferences, emails, phone calls)

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Incoming 7th grade night

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:

Future focus night

Site visits (incoming 6th graders and outgoing 8th graders) during school

Incoming 7th grade night for parents

Vertical planning between counseling and SWE teams

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 |
|---------|-----|----------|-----|------|-----------|----------|---------|-----|-------|-----|-----|-----|-------|
| | x | | | | | | | | | | | | |

DISTRICT ASSURANCES

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

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date

REFLECTIONS

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

Parent and Family Engagement Reflection:

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

Event Name:

Date/Time:

Targeted Priority Area:

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Year 1 Reflections:

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

Year 2 Reflections:

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

Year 3 Reflections:

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