

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: Whole School (73.1) has the highest percent proficient

Math: Whole School (54.7) has the lowest percent proficient

At-Risk Student Groups

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

LEAP 2025:
ELA: 2 or More Races (84.3); Whole school (73.1); White (76)

LEAP 2025:
ELA: Hispanic/Latino (48.6); SWE (46.8); EL (23.3)
MATH: ED (48); Hispanic/Latino (36.3); SWE (33.5); EL (15)

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MATH: 2 or More Races (73.3); White (55.9); African American (55.1); Whole School (54.7) SCIENCE: 2 or more Races (67.4); White (63.1); Whole school (60.1)	SCIENCE: Hispanic/Latino (43.3); SWE (42.4); EL (13.3);
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
MRA: Overall Strength: Academics (74) Strengths (highest scores) in the areas of Social Support (78 from 62) in Empowered Learners; Personal Effectiveness (78 up from 72) in Staff Leadership; Positive Wellbeing (77 from 69) in Student Leadership; Prosocial Behaviors (76 from 68) in Student Leadership; Future-Focus (76 first year measured) in Life-Readiness. Most growth in the areas of Social Support (78 up 16 points from 62) in Empowered Learners; School Climate (76 up 9 points from 67) in Supportive Environment for Students; Community Engagement (67 up 9 points from 58) in Family and Community Engagement; Positive Wellbeing (77 up 8 points from 69); Prosocial Behaviors (76 up 8 points from 68) in Student Leadership MRA Results 24-25 strengths	MRA: Overall tied at 71 are Leadership and Culture Weakness (lowest scores): Family Engagement (62 down 3 points from 65) in Family and Community Engagement where Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home; School and Family Partnerships (65 up 1 point from 64) in Family and Community Engagement where teachers feel like most students' families/caregivers engage as partners in their child's learning; Student Empowerment (67 up 1 point from 66) in Supportive Environment for Students where students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence ; Student Goal Support (67 up 2 points from 65) in Goal Achievement where students are confident in their ability to set and achieve their goals. . 2 of 4 lowest scores were from the domain of Family and Community Engagement. Weakness due to loss of points: Staff Voice (74 down 5 points from 79) in Supportive Environment for Staff; Family Engagement (62 down 3 points from 65) in Family and Community Engagement. MRA Results 24-25 weaknesses

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	From Fall 2024 to Fall 2027, Creekside Jr. High School will increase the MRA sub-measure Student Empowerment Baseline Data 68% to 69% in Supportive Environment for Students where students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence from baseline 69% to 70% through a focus on student leadership opportunities in the classroom, through Student Lighthouse Team, through Student Mentor Program, and through student input. <i>DISCIPLINE: 2024-2025 Discipline Referrals Total 1013 Major Discipline Referrals, 377 of those referrals were instructional</i>
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 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?*
- *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

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Instructional Leadership Engaging students in thinking and problem solving across the 4 major content areas.	The indicator I will focus on is curriculum and assessment Descriptor: • Ensures teachers set clear, measurable objectives aligned to the depth and rigor of the state standards*. • Implements systems that allow teachers to analyze formative and summative data to monitor student progress and adjust teaching and learning to meet student achievement goals.
2025-26	
<i>Domain: School Mission, Vision, and Strategic Goal Setting</i> <i>Indicator: Communication of Mission, Vision, and Goals</i>	<i>Descriptors:</i> <i>Establishes a school mission and vision that drives instruction and school activities.</i> <i>Communicates the mission, vision, and goals of the school with staff members and students.</i> <i>Invests teachers and students in contributing to the school vision in order to reach established goals.</i>
2026-27	

LEADERSHIP TEAM LONG-RANGE PLAN

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

Date of Admin. Team Meeting	Objective	Subject	
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8/15/2024	BOY Meeting and Review LLR	LEAP Data	Goal Setting
9/9/24	Learning Walk / Math	i-Ready	Instructional Leadership Curriculum and Assessment
9/17/24	Data Review Meeting	Review PLC	Instructional Leadership Curriculum and Assessment
10/17/24	Admin Team Meeting	Math Instruction and Gradebook Audit	Instructional Leadership Curriculum and Assessment
10/29/2024	ELA Meeting	Curriculum Adjustments	Instructional Leadership Curriculum and Assessment
10/29/24	SAP Meeting	Finalize Goals for School Advancement Plan	Goal Setting
8/18/25	Admin Team Meeting	Plan for PLC Explore Principal Data Tool	Communicating Mission/Vision
8/25/25	Federal Programs FOCUS Meeting	Update SAP and Review Current School Data	Goal Setting
9/15/25	Admin Team	SOY Nominations, Safe Schools, Bus Counts, BOY Admin Evals	Instructional Leadership Goal Setting
10/6/25	Admin Team	Act 97, attendance goals, attendance recognition, LER observations,	Instructional Leadership
10/8/25	LIM Coaching Day	Gatoraid Agendas, Student Lighthouse Suggestions, Schoolwide Roles, Action Team, Family and Community Events	Instructional Leadership, Goal Setting, Communicating Mission/Vision

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Date of ILT	Outcome	Materials	Follow-Up
11-6-24		Because/But/So writing frame from Writing Revolution introduction to be used as Bellwork (answer to be completed as a whole class modeling)	Create prompts per subject area including PE and Electives to be used as Bellwork once/week.
12-4-24		Review Because/But/So prompts developed by ILT team members for the upcoming month (to be completed as a small group activity)	Review implementation and student answers during PLC
1-8-25		Discuss scores and implementation from December. Review Because/But/So prompts developed by ILT team members for January (to be used as an individual effort). Discuss Teachers developing their own prompts for February.	Bring materials to PLC to look at student responses and growth. Discuss ideas for teacher-developed prompts starting in February.
2-5-25		Discuss scores and implementation from January. Discuss changes that need to be made for this month. Presentation, analysis, and editing of teacher-made prompts.	
3-23-25		Discuss scores and implementation from February. Discuss changes that need to be made for this month. Presentation, analysis, and editing of teacher-made prompts.	

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4-2-25		Discuss scores and implementation from March. Discuss changes that need to be made for this month. Presentation, analysis, and editing of teacher-made prompts.	
5-7-25		Discuss the efficacy of Because/But/So writing strategy. Strengths and weaknesses. Things that need to be tweaked for 25-26.	
9/10/25		SAP Review Mission/Vision Student Lighthouse Team Tutoring/Title I	

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, Creekside Jr. High School will increase the SPS from 75.3 to 77.3 through a focus on use of high quality instructional materials and student led learning environments

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
75.3			
	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- 73.1
 - Math- 54.7
 - Science- 60.1
 - Social Studies- 57.1 (from 2023)
 - Overall- 62.6
- Where are there opportunities for growth? *Math Proficiency*
Growth in the area of math proficiency across all grade levels.

Progress Index (PI)

- What is your current PI in –
 - ELA?
 - Math?
 - Overall? 68.6
- Where are there opportunities for growth? *Math Proficiency and Writing Performance*

Interests and Opportunities (I/O)

- What is your current I/O? 132.3
- Where are there opportunities for growth?
S5 - School participates in an interscholastic STEM competition

DCAI (Jr. Highs ONLY)

- What is your current DCAI? 133.7
- Where are there opportunities for growth?
The index counts the Carnegie units earned by students in any Louisiana public high school in the current year. Encourage and prepare more students to select Ag, Home Ec, Art and other

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	<i>electives along with the ATA and Algebra courses offered at Creekside.</i>
ACT Index (High Schools ONLY) • What is your current ACT index? • Where are there opportunities for growth?	Strength of Diploma Index (SOD) (High Schools ONLY) • What is your current SOD? How many students/What percent earned- ○ 160? ○ 150? ○ 115? ○ 110? ○ 100? • Where are there opportunities for growth?
Graduation Rate (High Schools ONLY) • What is your current grad rate? • Where are there opportunities for growth?	Graduation Rate Index (High Schools ONLY) • What is your current grad rate index?
2025-26 Components of SPS	
Achieve Index (AI) • What is your current AI in – ○ ELA - 75 ○ Math- 50.1 ○ Science- 55 ○ Social Studies- 54 ○ Overall- 59.9	Growth Index (GI) (NEED THIS DATA FROM 2025 SPS Based on 2024 Data) • What is your current GI in – ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population?

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Where are there opportunities for growth? <i>Growth in the area of math proficiency across all grade levels.</i>	- Overall? - Where are there opportunities for growth? <i>Growth in the area of math proficiency across all grade levels.</i>
Thrive Index (TI) (High Schools ONLY) - What is your current overall TI? - Where are there opportunities for growth?	Readiness on Nationally Recognized Exams (High Schools ONLY) - What is your current percentage of students earning at least- - ACT of 20? - SAT of 1040? - CLT of 67? - WorkKeys Gold? - ASVAB (AFQT) of 59%? - Overall? - Where are there opportunities for growth?
University Accelerator (High Schools ONLY) - What is your current overall percentage? - Where are there opportunities for growth?	Career Accelerator (High Schools ONLY) - What is your current overall percentage? How many students/What percent earned- - Basic bundle + internship? - Advanced credential + internship? 2 years of FF-aligned registered apprenticeship? - Certificate of technical studies in a high wage/high demand industry? - Where are there opportunities for growth?
Service Accelerator (High Schools ONLY) - What is your current overall percentage? How many students/What percent have- - Signed military acceptance letter?	Graduation Rate (High Schools ONLY) - What is your current grad rate? - Where are there opportunities for growth?

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○ Service Academy acceptance? ● Where are there opportunities for growth?	
2026-27 Components of SPS	
Achieve Index (AI) ● What is your current AI in – ○ ELA? ○ Math? ○ Science? ○ Social Studies? ○ Overall? ● Where are there opportunities for growth?	Growth Index (GI) ● What is your current GI in – ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall? ● Where are there opportunities for growth?
Thrive Index (TI) (High Schools ONLY) ● What is your current overall TI? ● Where are there opportunities for growth?	Readiness on Nationally Recognized Exams (High Schools ONLY) ● What is your current percentage of students earning at least- ○ ACT of 20? ○ SAT of 1040? ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? ● Where are there opportunities for growth?

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University Accelerator (High Schools ONLY) • What is your current overall percentage? • Where are there opportunities for growth?	Career Accelerator (High Schools ONLY) • What is your current overall percentage? How many students/What percent earned- ○ Basic bundle + internship? ○ Advanced credential + internship? ○ 2 years of FF-aligned registered apprenticeship? ○ Certificate of technical studies in high wage/high demand industry? • Where are there opportunities for growth?
Service Accelerator (High Schools ONLY) • What is your current overall percentage? How many students/What percent have- ○ Signed military acceptance letter? ○ Service Academy acceptance? • Where are there opportunities for growth?	Graduation Rate (High Schools ONLY) • What is your current grad rate? • Where are there opportunities for growth?

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 Empowerment
- Priority Goal #2 (Academics) - Student Assessment Index Growth in the Area of Math
- Priority Goal #3 (Academics) - Student Proficiency Growth in the ELA Area of Writing Performance

Priority Area #1 Goal:

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From Fall 2024 to Fall 2027, Creekside Jr. High School will increase the MRA sub-measure Student Empowerment Baseline Data 68% to 69% in Supportive Environment for Students where students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence from baseline 69% to 70% through a focus on student leadership opportunities in the classroom, through Student Lighthouse Team, through Student Mentor Program, and through student input.

Quarter 1 Reflection –

During the first quarter, the Student Lighthouse Team and the Mentorship programs were implemented and met to begin looking at ways that they could work to help develop student voice and leadership. During 6th Grade Orientation on August 7, 2024, the Student Lighthouse Team members acted as ambassadors to the incoming 6th grade class and led tours around campus for students and parents. Students from the Lighthouse Team helped direct parents and disseminate information during the general assembly at Open House; they also introduced themselves and the roles of this newly formed team was explained. Student mentors will begin pushing into Gator-Aid LIM classes during the 2nd quarter.

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Creekside still has work to do in order to increase the MRA sub-measure Student Empowerment Baseline Data 68% to 69% in Supportive Environment for Students where students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence from baseline 69% to 70%.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
MRA Survey Results- Checkpoints throughout the year	68% Supportive Environments	Google Form Checkpoint Survey	% of students Supportive Environments % Leadership Competence	Google Form Checkpoint Survey	% of students Supportive Environments % Leadership Competence	Spring MRA Results	% of students Supportive Environments % Leadership Competence

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	69% Leadership Competence						
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Similar MRA survey questions were posed to students during their gatorade time each nine weeks to measure progress toward goals. 1st 9 Weeks results are as follows:

Quarter 2 Reflection –

Similar MRA survey questions were posed to students during their gatorade time each nine weeks to measure progress toward goals. 2nd 9 Weeks results are as follows:

Quarter 3 Reflection –

Similar MRA survey questions were posed to students during their gatorade time each nine weeks to measure progress toward goals. 3rd 9 Weeks results are as follows:

End of year Reflection –

Similar MRA survey questions were posed to students during their gatorade time each nine weeks to measure progress toward goals. 4th 9 Weeks results are as follows:

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

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	Y	N		Y	N		Y	N
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Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Creekside Jr. High School will increase the whole school (All Students) Math Assessment Index from 54.7 to 57.7 through a focus on the use of HQIM and thinking/ problem solving as seen in Expressing Mathematical Reasoning section of LEAP (example – same as above or something aligned such as analysis of student work to make instructional decisions).

	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
All Students				
	54.7%	Met Goal? Y N 50.1	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	Math: 33.5	Math: 26.2	Math:	Math:

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		Math Met Goal? Y N	Math Met Goal? Y N	Math Met Goal? Y N
EL				
	NA (Need 15 for a Subgroup)	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA? (33%)				
	125	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?(33%)				
	125	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?

2024-2025 The teachers will follow the scope and sequence using the i-Ready curriculum . Assessments will be analyzed during PLC.

Because/But/So strategy from The Writing Revolution will be implemented schoolwide starting November 13, 2024, to support students' thinking and problem solving during instruction as a whole group activity, in small group work, then in individual work.

Teachers will include a minimum of one modeling/reasoning constructed response on each unit test.

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

2025-2026 Creekside will prioritize PLC meetings where student data will be continuously evaluated for student growth towards mastery. Teachers will be required to use high quality instructional materials and create an environment where faculty and staff are cultivating trusting and inclusive environments where every student feels valued and empowered to grow academically and socially.

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Professional Development Offered

2024-2025 PLC's: planning and after school. iReady extend activities, reinforce activities, etc. I-Ready PD offered through STPSB and curriculum specialist feedback.

2025-2026 Creekside will prioritize PLC meetings where student data will be continuously evaluated for student growth towards mastery. Teachers will be required to use high quality instructional materials and create an environment where faculty and staff are cultivating trusting and inclusive environments where every student feels valued and empowered to grow academically and socially. Classroom walkthroughs will be conducted frequently and data will be shared with faculty/staff to identify areas of strength and needs for growth. Planned district-wide PD days September 8th and January 5th.

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?

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
ACADEMIC - Measured by iReady data, district checkpoint results and walkthrough data.	84% of students in 6th - 8th grade scored 1 or more grade levels below on the diagnostic test.	Academic Goal - ONLY iReady, 26% of students met this goal.	Academic Goal - ONLY iReady, 26% of students met this goal.				
			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 –

For the 2025-2026 school year, we will plan for all teachers to use high quality instructional materials to ensure students have the opportunities and exposure to higher order thinking requirements along with problems solving and application of knowledge. PLC meetings will be prioritized and data will be reviewed at each PLC meeting. Teachers will be encouraged to reflect on their own teaching and resources to ensure progress toward the common goal of student growth in the area of math.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Fall iReady Diagnostic % of Students At/Above Grade Level	Fall iReady Diagnostic % of Students At/Above Grade Level	Fall iReady Diagnostic Results	6th Grade- 20% 7th Grade- 12% 8th Grade- 9% %of Students At/Above Grade Level	Winter iReady Diagnostic Results	6th 7th 8th	EOY IReady Diagnostic Scores	6th 7th 8th
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

By the middle of the year diagnostic, students at or above grade level will grow at least 10% in each grade level.

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Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

By the end of the year diagnostic, 30% of students in each grade level will be at or above grade level.

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 #3 Goal

From Fall 2024 to Fall 2027, Creekside Junior High School will increase the writing performance score from 47% to 54%.

	2024 Writing Performance Score (Baseline)	2025 Writing Performance Score	2026 Writing Performance Score	2027 Writing Performance Score
All Students	47%	52%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

PLC meetings will be prioritized with a high focus on student data, aligning assessments with state standards and LEAP like items, identifying student strengths and areas for growth, and direction from curriculum specialists.

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

Professional Development Offered	
PLC meetings will be prioritized with a high focus on student data, aligning assessments with state standards and LEAP like items, identifying student strengths and areas for growth, and direction from curriculum specialists. September 8, 2025 course specific PD offered at the district level.	

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?

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
2024-2025 LEAP Scores	2024 writing performance scores	Schoolwide: 47%		2025 writing performance scores		2025 writing performance scores	52%
			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 –

ELA teachers will continue to use high quality instructional materials in order to continue growth toward our goal of increasing the writing performance score from 47% to 54%

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
ELA Diagnostic Data	% of students at/above grade level in the area of writing performance	6th 7th 8th	6th 7th 8th	Checkpoint #1	6th 7th 8th	Checkpoint #2	
			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 –

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 –

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End of year Reflection –

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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: On August 7, 2024, the school hosted a Sixth Grade Orientation for incoming 6th graders and their parents/guardians. Parents were given a brief run-down on the Gator Expectations, an opportunity to ask questions, and a tour of the school led by our Student Lighthouse Team. On August 9, 2024, we hosted an Open House for all parents/guardians to meet each of their child's teachers and curriculum for each of their classes. On November 8, 2024, we will host a Bingo Night and will have a PowerPoint for our SAP and briefly discuss the SAP prior to the game starting. We will host a Christmas concert, Veterans Day Assembly, Black History Program, Spring Concert, talented theatre play, talented art shows, and Piano Concert. This year during basketball, talented music students will perform the National Anthem.

In the spring, Creekside will host a Gator Gala where students' work will be displayed, students will lead discussions/lessons, and students will perform for parents and community members.

Spring MRA Survey

2025-26: PFE Activities

6th Grade Orientation August 4, 2025

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Open House was held August 18, 2025 at 5:30 PM

Community Bingo Night planned for September 19th

Other planned PFE include Veteran's Day Program, Christmas Concert, Spring Concert, Spring Gator Gala

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:

Sixth Grade Orientation in August

Open House in August

Bingo Night

Future Family Focus Night

Christmas Concert

Talented Theater Plays

Veterans Day Assembly

Black History Program

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Spring Concert

Piano Concert

Gator Gala

8th Grade Picnic

2025-26:

Sixth Grade Orientation August 4th

Open House August 18th

Bingo Night September 19th

Christmas Concert

Talented Theater Plays

Veterans Day Assembly

Spring Concert

Piano Concert

Gator Gala

8th Grade Picnic

2026-27:

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

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2024-25: Robo text/ SMS , Robo Call and announcements on our school website, flyers, and parent run social media

2025-26: *Robo text/ SMS , Robo Call and announcements on our school website, flyers, and parent run social media*

2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25:

INCOMING: August 7, 2024, day prior to soft start rising 6th grade students came for 6th Grade Orientation where information was given and 8th grade members of the Student Lighthouse Team gave tours of campus. For Gator Gala, Creekside invites feeder school 5th grade students to attend. Band and dance teams visit feeder schools for a Mardi Gras parade. School Visit in May, 5th grade students from feeder schools come to Creekside to tour with the Lighthouse Team and Mentors acting as guides. Each May Riverside Elementary holds their 5th grade recognition in the Creekside gym.

OUTGOING: November 1, 2024, representatives from PRHS Lighthouse Team will come to Creekside to present information to the seventh and eighth grade students who are invited to attend Future Focus Family Night at PRHS November 6, 2024. In the spring, our eighth history classes will host ROTC to introduce options for high school. Creekside invites the PRHS basketball teams to come for a basketball game during the regular season as a spirit night; PRHS invites Creekside basketball players over for a specific game for a spirit

St. Tammany Parish 2024-2027

night. PRHS hosts a scheduling night for our eighth grade students in the spring; some of our teachers attend to help students feel more comfortable.

2025-26:

INCOMING: August 4, 2025, rising 6th grade parents/guardians came for 6th Grade Orientation where information was given and 8th grade members of the Student Lighthouse Team gave tours of campus. For Gator Gala, Creekside invites feeder school 5th grade students to attend. Band and dance teams visit feeder schools for a Mardi Gras parade. School Visit in May, 5th grade students from feeder schools come to Creekside to tour with the Lighthouse Team and Mentors acting as guides. Each May Riverside Elementary holds their 5th grade recognition in the Creekside gym.

OUTGOING: Fall Date TBA, representatives from PRHS Lighthouse Team will come to Creekside to present information to the seventh and eighth grade students. In the spring, our eighth history classes will host ROTC to introduce options for high school. Creekside invites the PRHS basketball teams to come for a basketball game during the regular season as a spirit night; PRHS invites Creekside basketball players over for a specific game for a spirit night. PRHS hosts a scheduling night for our eighth grade students in the spring; some of our teachers attend to help students feel more comfortable.

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

**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

REFLECTIONS THIS IS TITLE 1

**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.

1) Event Name: 6th Grade Parent Night

Date/Time: August 4, 2025 6:00

Targeted Priority Area: Community Involvement and Transitions

Number of Participants: 103

Summary of Parent Feedback/Exit Tickets/Survey: Parent Signature Sheet Uploaded into Google Folder for Evidence

2) Event Name: Open House

Date/Time: August 18, 2025 5:30

Targeted Priority Area: Parent and Family Involvement

Number of Participants: 145

Summary of Parent Feedback/Exit Tickets/Survey: Parent Signature Sheet Uploaded into Google Folder for Evidence

3) Event Name:

Date/Time:

Targeted Priority Area:

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Year 1 Reflections:(2024-2025 NA)

- *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: (2025-2026)

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?* Evaluation results will be posted on our school website for all stakeholders and communicated in professional development sessions with faculty and staff.
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?* The ILT will analyze the data, complete the reflections, and revise interventions and professional development as needed to better support our teachers and students to meet our priority goals.

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?*