

2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

Slidell High School



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

- The ACT composite score has increased over the past four years. In 2021 it was 17.5, in 2022 a 17.7, in 2023 an 18 and in 2024 it was an 18.5.
- The ACT index has increased over the past four years. In 2021 the score was a 42.2, 2022 a 44.9, 2023 a 45.6, and in 2024 a 46.5.
- The ACT English scores have increased for three consecutive years from:
 - a 17 in 2022
 - a 17.4 in 2023
 - a 17.6 in 2024

- The ACT reading score has decreased from 18.5-18.3 from 2023 - 2024.
- The English composition college readiness score decreased from 46% to 43% from 2023-2024.
- The LEAP math scores decreased from 2023-2024 from 56.3-52.6.
- The LEAP biology scores decreased from 59.3-50.
- The LEAP history scores decreased from 54.1-51.1.
- The LEAP math cohort decreased from 59-52.1 from 2023-2024.
- The white student subgroup decreased from
 - 64.9-63.9 in math LEAP scores

St. Tammany Parish 2024-2027

- | | |
|---|---|
| <ul style="list-style-type: none">• The ACT Math scores have increased for three consecutive years from:<ul style="list-style-type: none">○ a 17.1 in 2022○ a 17.4 in 2023○ a 17.7 in 2024• The ACT Science score has increased from a 17.9 to an 18.7 from 2023-2024.• The LEAP Eng I cohort in 2023 grew from 64 to a 70.8 in Eng II.• The Black student subgroup grew in two areas on LEAP from 2023-2024<ul style="list-style-type: none">○ English from 54-57.8○ Science from 40.8-46.8• The Hispanic student subgroup grew in two areas on LEAP from 2023-2024<ul style="list-style-type: none">Math from 43-50.7History from 42.6-47.9• The white student subgroup grew in LEAP English scores from 72.6 to 76.3 from 2023-2024.• The ACT Work keys index grew from 45.7 to 46.5 from 2023-2024. | <ul style="list-style-type: none">○ 71.2-58.8 in biology LEAP scores• The black student subgroup decreased from<ul style="list-style-type: none">○ 46.3 to 39.6 in LEAP math scores○ 45.5 - 38.1 in LEAP history scores• The Hispanic student subgroup decreased from<ul style="list-style-type: none">○ 62.8 to 52.4 in English LEAP scores○ from 55.2-18.6 in biology LEAP scores |
|---|---|

At-Risk Student Groups

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

- | | |
|--|---|
| <ul style="list-style-type: none">• The special education subgroup grew in History LEAP from 2023-2024 from 13-20.• The economically disadvantaged subgroup grew on LEAP in English from 2023-2024 from 55.6 to 57.5.• English learners grew from 0 to 11.4 in biology from 2023-2024. | <ul style="list-style-type: none">• The special education subgroup decreased in math LEAP from 2023-2024 from 29.4 - 20.2.• The economically disadvantaged subgroup decreased in biology LEAP scores from 2023-2024 from 45.2 - 44.8.• English learners decreased in English LEAP scores from 28.6 - 20.8 from 2023-2024. |
|--|---|

SCHOOL CULTURE DATA - MRA**(Discipline data must be included as well as the identified recommendations in the MRA report)**

MRA results indicate growth in Student Leadership: personal development +2, Interpersonal development +4 and Positive wellbeing +8 and Academics: Group Collaboration +65.

The number of students recommended for expulsion decreased from 10 in 22-23 to 6 in 23-24.

The majority of the 688 student referrals in 2022-23 and the 1220 referrals in 2023-24 were minor infractions including cell phone violations, ID violations and tardy violations. **Note that referrals increased because in 2023 the school was still using paper referrals and not logging each one.**

MRA results report declines in Leadership, Culture and Academics based on those staff, students and families that completed the survey.

There was a decrease in all areas of Family Engagement: School & Family Partnerships -6, Family Engagement -6, Community Engagement -25. Leadership: Personal Effectiveness -11 Culture: School Climate - 16, Staff Voice -30, Collective Efficacy -24. Academics: Student-led practices -6, Student goal Support -16 School Goals -25.

The number of students receiving out of school suspensions increased from 33 in 2022-23 to 56 in 2023-24.

The number of students receiving in school suspensions increased from 16 in 2022-23 to 33 in 2023-24.

The number of students receiving referrals for willful disobedience increased from 79 in 2022-23 to 189 in 2023-24.

2025-26**STUDENT ACHIEVEMENT DATA****All Students**

The ACT index has risen from 46.5 to 49.7. The index score has risen each of the last five years.

ACT math scores have increased from 17.7 to 17.9.
ACT reading scores have increased from 18.3 to 18.5.
ACT science scores have increased from 18.7 to 18.8.

The ACT composite score, which has increased the last four years, has dropped from 18.5 to 18.4

LEAP math scores experienced another assessment index drop from 52.6 to 49.5.

St. Tammany Parish 2024-2027

LEAP English scores assessment index rose from 67.3 to 67.4 on the 2025 assessment. LEAP assessment index in science rose from 50 to 55.8 and also rose in social studies from 51.1 to 58.9. In math, our black subgroup rose from 19% proficient to 20.5% proficient. Our hispanic subgroup rose from 28% proficient in English to 39.5% in English proficiency.	In English, our black subgroup dipped from 33% proficient to 32.5% proficient. Our Hispanic subgroup in math proficiency dropped from 27% to 26.5%.
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)	
Our SWE subgroup rose from 6% proficient to 14% proficient in English, and from 9% proficient to 14% proficient in math. Our EL unsatisfactory performance on LEAP English dropped from 68% to 60%	Our economically disadvantaged students dropped in proficiency in English (34% to 33.5%) and in Math (24% to 22.5%) Our EL unsatisfactory performance rose on LEAP Math from 42% to 60%
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
MRA scores showed a 10+ growth in staff leadership and a 3 point growth in family and consumer engagement. In culture, the MRA scores showed a 15+ growth in supportive student environment and a 20+ gain in supportive staff environment. For academics, empowering teachers grew by 2 points, goal achievement grew by 16 points.	no data was received with regard to empowered learnings and life-readiness. MRA student leadership measure remained at a constant 78 showing no decline and no growth. In school suspensions continue to rise. 142 students served in school suspensions.

St. Tammany Parish 2024-2027

All-in-all our overall MRA score grew from 61 to a 70 from 2024 to 2025. 895 students were referred for discipline infractions throughout the 24-25 school year. Of those, the majority were handled through detention and conferences. Our expulsions remained steady at 6.	Out of school suspensions also continue to rise - there were 124 students who served out of school suspensions.
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)	

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

The leader has recognized a trend in the assessment data and has identified that Slidell High school has fallen below the district performance in all core academic areas: English, Math, Science, Social Studies for the past three years. In an effort to address all content areas, **writing across the curriculum** has been identified as the area of focus. As a result of improving writing across the curriculum, all content areas should show student growth/improvement. Improvement can be measured by an increase in LEAP assessment index.

The leader has identified the indicator: School Mission, Vision and Strategic Goal Setting: Goal Setting and Monitoring and will focus on the descriptor: establish data driven goals and an action plan for achievement.

2025-26

The leader has recognized a trend in school attendance that the committee feels is negatively affecting our student achievement. At present, our attendance rate is 95.15%. Our school improvement focus area is to raise the school attendance rate to 96%. We will track the attendance on a large poster in the hallway so all students can see our progress and also post the current monthly rates on the PTO

The leader has identified staff retention and will focus on retaining administration, office staff, counselors, and teachers. Consistency is one key to school improvement and the one that we will focus on for our leadership.

St. Tammany Parish 2024-2027

facebook page to share with the parents. We all have to work together to raise our attendance rates which will positively affect our student achievement.	
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
9/5/24	ILT should determine ways to improve LEAP scores and set the campus goals.	LEAP Data	Contact department members for ideas on score improvement.

St. Tammany Parish 2024-2027

9/13/24	ILT found the need for a plan to incentivize LEAP subjects for staffing.	Master Schedule	Poll department members for ideas for incentives. LEAP Math/English blocks needs to be built with 4th block off during master scheduling.
9/19/24	ILT will get ahead of the change towards block scheduling.	Graduation Requirements, Prior Block Experience	Reach out to schools on block, research types of block.
9/26/24	ILT will reach out to departments and determine the needs of PLCs for instructional improvement.	Assessment Data	Compile responses from department members.
10/3/24	ILT should familiarize itself with the new SAP template.	SAP	Determine data needed for completion.
10/10/24	ILT should determine how to translate data into the layout of the SAP.	School-wide data, SAP	Reach out to admin to retrieve data needed for the SAP.
10/17/24	ILT should shift focus from SAP to completing BOY learning walks.	SAP	Determine the new hire list.
10/24/24	ILT should create a schedule for observations.	Master Schedule	Familiarize the ILT with new hires and draft an email to those being observed.
10/31/24	ILT scheduled observations with new teachers.	Master Schedule, Drafted Email	Determine an observation tool.

St. Tammany Parish 2024-2027

11/7/24	ILT completed learning walks.	Observation Tool	Draft emails to those observed with feedback.
11/14/24	ILT completed learning walks.	Observation Tool	Draft emails to those observed with feedback.
11/21/24	ILT was presented a 4x4 mock master schedule built by the members as well as a reworked campus map to focus on building PLCs.	Sample Master Schedule, Updated Campus Map	Evaluate departments and determine teaching assignment preferences.
12/5/24	ILT determined there was a need for a concrete plan to keep our DE options in place (including vendor) and there should be outreach to teachers for offering new courses.	Master Schedule, DE Information, LDOE Master Course List	Research how universities tackle DE in the high school setting on a 4x4 block schedule. Research which certification areas can teach which new courses.
12/12/24	ILT determined a clear pathway towards 60-hrs our college credit under a block schedule keeping our current vendors.	Master Schedule, DE Information, LDOE Master Course List, STPPS High School Strategic Scheduling Presentation	Continue to work towards finding courses to extend and expand the STEM tech pathway options.
8/15/25	Principal identified the WIG for increase in attendance.	2024 attendance data	monitor monthly attendance data.
8/25/25	ILT determined that math would be a focus area and we would include a math subcommittee to decide on concentration area.	2024 LEAP data	Next meeting scheduled with math PLC chairs.

St. Tammany Parish 2024-2027

9/3/25	ILT along with math PLC chairs and determined major content would be the focus and we would invite curriculum specialist to work with algebra and geometry teachers.	2024 LEAP data	would meet in three months to check progress with math.
10/27/25	Discussed LEAP 24 and LEAP 25 results and leader goal for the year.	2024/25 LEAP data	Follow up meeting scheduled for December.
12/5/25	Discussed LEAP checkpoint #2 data and LEAP tutoring results.	2025 checkpoint data	Next meeting scheduled for Feb.

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, Slidell High School will increase the SPS from 81.3 to 87.3 through a focus on reading comprehension. (use school improvement focus area listed above).

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
81.3	83.3	85.3	87.3
	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS

Assessment Index (AI)

57.8

- What is your current AI in –
 - ELA?
 - Math?
 - Science?
 - Social Studies?
 - Overall?

Progress Index (PI)

81.2

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

St. Tammany Parish 2024-2027

Where are there opportunities for growth? <i>There are opportunities for growth in reading comprehension and writing.</i>	Where are there opportunities for growth? <i>There are opportunities for students to increase academic achievement progress in all areas, but especially for our SWE and economically disadvantaged students.</i>
Interests and Opportunities (I/O) - What is your current I/O? 145 - Where are there opportunities for growth? <i>Alter master schedule so there are more opportunities for students through electives offered.</i>	DCAI (Jr. Highs ONLY) - What is your current DCAI? N/A - Where are there opportunities for growth? N/A
ACT Index (High Schools ONLY) - What is your current ACT index? 59.9 - Where are there opportunities for growth? <i>-Offer more test prep and boot camp workshops for students.</i> <i>-Increase academic rigor in classrooms.</i> <i>-Use bellringers to teach the ACT type questions.</i>	Strength of Diploma Index (SOD) (High Schools ONLY) - What is your current SOD? 97.8 How many students/What percent earned- 160? 150? 115? 110? 100? - Where are there opportunities for growth? <i>-Increase advanced certifications, DE and AP offerings.</i>
Graduation Rate (High Schools ONLY) - What is your current grad rate? 77.7 - Where are there opportunities for growth?	Graduation Rate Index (High Schools ONLY) What is your current grad rate index? 86.3

St. Tammany Parish 2024-2027

<i>-Schedule students based on interests.</i> <i>-Meet regularly with students to talk about progress towards career goals.</i>	
2025-26 Components of SPS	
Achieve Index (AI) - What is your current AI in – - ELA? 67.4 - Math? 49.5 - Science? 55.8 - Social Studies? 58.9 - Overall? 57.3 - Where are there opportunities for growth? <i>There are many opportunities for growth in math</i>	Growth Index (GI) - What is your current GI in – - ELA? 37.1 - Math? 32.8 - Lowest 25% in ELA? 31.2 - Lowest 25% in Math? 38.3 - ELL population? 14.3 - Overall? - Where are there opportunities for growth?
Thrive Index (TI) (High Schools ONLY) - What is your current overall TI? 164/360 - Thrive students - Where are there opportunities for growth? <i>There are opportunities to raise scores on nationally recognized tests through BootCamps.</i>	Readiness on Nationally Recognized Exams (High Schools ONLY) - What is your current percentage of students earning at least- - ACT of 20? 51% - SAT of 1040? - CLT of 67? - WorkKeys Gold? 31% - ASVAB (AFQT) of 59%? - Overall? - Where are there opportunities for growth? <i>Raise test scores through offering bootcamps and retest opportunities</i>

St. Tammany Parish 2024-2027

University Accelerator (High Schools ONLY) • What is your current overall percentage? 19% • Where are there opportunities for growth? <i>Give students opportunities for internships and DE/AP classes.</i>	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? <i>Increase opportunities for certifications, both basic and advanced.</i>
Service Accelerator (High Schools ONLY) • What is your current overall percentage? How many students/What percent have- TBD ○ Signed military acceptance letter? ○ Service Academy acceptance? • Where are there opportunities for growth?	Graduation Rate (High Schools ONLY) • What is your current grad rate? 72.6 • Where are there opportunities for growth? <i>Provide courses that interest students so they stay in school.</i>
2026-27 Components of SPS	
Achieve Index (AI) • What is your current AI in – ○ ELA? ○ Math? ○ Science? ○ Social Studies? ○ Overall?	Growth Index (GI) • What is your current GI in – ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall?

St. Tammany Parish 2024-2027

Where are there opportunities for growth?	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?
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) - Increase student empowerment.
- Priority Goal #2 (Academics) - Increase reading comprehension.
- Priority Goal #3 (Academics) - Increase math computational skills.

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Slidell High School will increase the MRA sub-measure supportive student environment (example - student goals) from 54 to 84 through a focus on Leader in Me lessons, and individual student goal setting (example – individual student goal setting).

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
54	64	70	74		84	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there? We will work with students on their career goals and schedule individuals according to their goals and provide weekly Leader in Me lessons through Tiger families.

Purchased Resources to Support Priority Goals

Professional Development Offered

Counselors and school to work coordinator - PD on student goal setting, effective scheduling, building stronger pathways for success; Tiger family planning committee will provide interactive lessons for student growth; Tiger family teachers will implement lessons.

St. Tammany Parish 2024-2027

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?

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
To increase student leadership and empowerment		Establish Lighthouse team Student led freshmen orientation	Lighthouse team established Students led the freshmen orientation	Future Focus Night student led Student led announcements	Students led jr high students through school visit and spoke to parents.	Student led pep rallies Student created art murals	Students completed several murals throughout the building and led the pep rallies during the second semester.
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Counselors have met individually with students to talk about long term goals. Student schedules were altered to reflect changes in goals. School to Work coordinator has worked with intern students on their short term goals and expectations for their experience. Weekly Leader in Me lessons and student-led future focus night and freshmen orientation have increased student empowerment.

Quarter 2 Reflection –

Scheduling committee has surveyed students to identify new electives; they have also worked to strengthen the career pathways offered by Slidell High. Students led future focus night and lead the morning announcements on a rotating basis every morning.

Quarter 3 Reflection –

St. Tammany Parish 2024-2027

Our students continue to show leadership in a variety of ways. They recently led our Senior Awards ceremony. Counselors continue to meet with students regarding their schedules for next year.

End of year Reflection –

Our students continue to step up and take leadership roles throughout the school. We want to continue to encourage this. Counselors have compared student requests with IGPs to make sure the correct courses will be taken.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Increase community engagement	66 MRA score	Very successful college nights, Family Bingo night, etc.	Parents were appreciative of the opportunities to learn and be with their students.	Future Family Focus Night, Honor roll celebration, two community plays			
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

We hosted many opportunities for community engagement that were very well attended. We had a very successful college admissions night and hosted a LOFSA night for seniors, Family Bingo Night/LEAP celebration, community concert, homecoming parade and pep rally, and a College/Career Expo

Quarter 2 Reflection –

We have continued to offer opportunities for the community to come together at SHS. Christmas on Tiger Drive, the Fall play, Future Focus Night, the Christmas play and Slidell Jr. High Christmas concert.

St. Tammany Parish 2024-2027

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 –

St. Tammany Parish 2024-2027

Priority Area #2 Goal

From Fall 2024 to Fall 2027, ____SHS____ School will increase the reading comprehension proficiency (example - English percent proficient) from 42.9% to 45% through a focus on Reading in all content areas. (example – same as above or something aligned such as analysis of student work to make instructional decisions).

	2024 English % Proficient (Baseline)	2025 English % Proficient	2026 English % Proficient	2027 English % Proficient
All Students	42.9% proficiency	43% proficiency		
white	checkpoint 2 - Eng I 68.1% checkpoint 2 - Eng II 65%	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	checkpoint 2 - Eng I 62.6% checkpoint 2 - Eng II 37.4%	17% proficient		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	checkpoint 2 - Eng I 52.2% checkpoint 2 - Eng II 40.6%	5% proficient		
		Met Goal?	Met Goal?	Met Goal?

St. Tammany Parish 2024-2027

		Y N	Y N	Y N
Lowest 25% in ELA?		TBD		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?		TBD		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other? African American	checkpoint 2 - Eng I 63.3% checkpoint 2 - Eng II 59%	36% proficient		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

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

Professional Development Offered
Teachers were inserviced by ELA supervisor, attended Illuminate training, and worked as a PLC on ways to integrate reading to increase reading comprehension.

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
To increase reading comprehension in all students	Eng I 3.7% proficient Eng II 10.4% proficient	English Checkpoint One	ELA 46% proficient	English Checkpoint Two	ELA 44.2% proficient	LEAP Eng I Eng II	SHS Eng I LEAP grew by 7.8%!
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Students are making great progress towards the goal of increasing reading proficiency.

Quarter 2 Reflection –

Students are beginning to drop from the proficient group and are not making as much progress as planned.

Quarter 3 Reflection –

Students continued to prepare for the end of year assessment and reach proficiency goals.

St. Tammany Parish 2024-2027

End of year Reflection –

Slidell High School's English I LEAP grew by 7.8% through an all out effort from our English I PLC planning together and working hard to get their students to grow.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
To increase reading comprehension in all students	BOY assessment	Checkpoint #1 English	English I 18.4% English II 42.6%	English Checkpoint 2	English I 23.2% English II 35.8%		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

English II students are progressing at a faster pace than English I.

Quarter 2 Reflection –

English I is making progress; however, English II scores have dipped.

Quarter 3 Reflection –

End of year Reflection –

St. Tammany Parish 2024-2027

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 #3 Goal

From Fall 2024 to Fall 2027, _____SHS_____ School will increase the math skills (example - percent proficient) from 27.9% to 31% through a focus on computation and problem solving (can use a previously listed focus area or something aligned).

St. Tammany Parish 2024-2027

	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
All Students	27.9% proficiency	29.3% proficiency		
white	checkpoint 2 - 54% Alg I checkpoint 2 - 36.1% geom	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	checkpoint 2 31.4% Alg I checkpoint 2 24.6% geom	19% proficient		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	checkpoint 2 27.6% Alg I checkpoint 2 26.2% geom	9% proficient		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?		TBD		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?		TBD		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

St. Tammany Parish 2024-2027

Other? African American	checkpoint 2 - 47.5% Alg I checkpoint 2 28.9% geom	33% proficient		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

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

Professional Development Offered
Teachers received inservice through the Math supervisor and also attended Illuminate training. PLCS work together to plan weekly.

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	1st Quarter STW	Results	2nd Quarter STW	Results	3rd Quarter STW	Results
To increase math proficiency	BOY assessment Alg I .5% proficient Geom 3.7% proficient	Checkpoint 1	Alg I 7.2% proficient Geom 6.6% proficient	Checkpoint 2	Alg I 26.8% proficient Geom 7.5% proficient	LEAP	Alg I LEAP scores grew by 9.4%!!

St. Tammany Parish 2024-2027

	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N
--	--------------------	--	--------------------	--	--------------------

Quarter 1 Reflection –

Students and teachers are working toward increasing the proficiency levels.

Quarter 2 Reflection –

We had an increase in proficiency levels in both algebra and geometry but want to continue to rise.

Quarter 3 Reflection –

We had a significant increase in proficiency in algebra but only a small increase in proficiency in geometry.

End of year Reflection –

By bringing in curriculum specialists to our Alg I PLC to share strategies with our teachers, we were able to grow our students and grow by 9.4% in Algebra I.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
To increase math proficiency	BOY assessment Alg 1 - .6% Geom 0%	checkpoint 1	1.2% Alg 1 11.5% Geom	checkpoint 2	28.6% Alg 1 7.2% Geom		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

St. Tammany Parish 2024-2027

Quarter 1 Reflection –

Both Algebra 1 and Geometry improved from the BOY assessment to Checkpoint 1.

Quarter 2 Reflection –

Algebra 1 grew by 27%, however, geometry fell 4%.

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 –

St. Tammany Parish 2024-2027

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: Parent Scheduling Meetings, Block scheduling meeting, counselor parent meetings

2025-26: Future Family Focus Night, College Admissions meeting, Parent Scheduling meetings FASFA meeting

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.**

robo calls/texts, future focus night, freshmen open house, counselor scheduling meetings

St. Tammany Parish 2024-2027

2024-25: robo calls/texts, future focus night, freshmen open house, counselor scheduling meetings

2025-26: College Admissions Night, Senior Night, FASFA Funding night, Freshmen open house, counselor scheduling meetings, future family focus night

2026-27:

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

2024-25: Progress reports, report cards, counselor-parent meetings, scheduling meetings

2025-26: Progress reports, report cards, teacher calls to parents, counselor-parent meetings, scheduling meetings, beginning of year class meetings, robo calls, teacher newsletters, teacher lesson plans.

2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25: Meet with junior high administrators to identify student/parent concerns and student goals and placement.

St. Tammany Parish 2024-2027

Pull testing data to correctly place 9th graders in appropriate classes.

2025-26: Meet with junior high administrators to identify student/parent concerns and student goals and placement.

Pull testing data to correctly place 9th graders in appropriate classes.

2026-27: