

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

1. LEAP 2025 Assessment Index of the school rose 1.0 percentage point from 2023 to 2024 (ELA went up 2.5; Math went up .8).
2. LEAP 2025 Assessment Index shows growth in 7th grade ELA (1.1) and 8th grade ELA (3.8), and 8th grade Math (4.9) from 2023 to 2024.
3. LEAP 2025 data in ELA shows growth in the Writing Performance strand from 2023 to 2024 with 77% of students having moderate to strong performance in 2023 to 81% of students having moderate to strong performance in 2024 for the 7th grade.

1. LEAP 2025 Assessment Index has dropped 5.7 percentage points in 2024 from 2019.
2. LEAP 2025 Assessment Index in Science has dropped 7.3 percentage points from 2023 to 2024.
3. LEAP 2025 Percent Proficient has steadily dropped in percentage points in ELA, Math, Science, and Social Studies since 2018 to 2024 (In 2018: ELA 65%, Math 38%, Science (2019) 50%, and Social Studies 53%; In 2024: ELA 57%, Math 35%, Science 40%, Social Studies (2023) 44%)
4. The 8th grade cohort of 2024 dropped in ELA (-0.2), Math (-12), and Science (-8.2) from 2023 to 2024.
5. LEAP 2025 data in Math shows that for 2024 8th grade students were 45% to 51% weak on the four strands of math standards needed for mastery.

At-Risk Student Groups

St. Tammany Parish 2024-2027

(SWE and ESL data must be included as well as any other potential labeled student group)	
1. LEAP 2025 Assessment Index of the Black or African American subgroup has risen a total of 14.3 percentage points in ELA from 2021 to 2024; 10.6 percentage points in Math from 2021 to 2024; 17.2 percentage points in Science from 2021 to 2024. 2. LEAP 2025 Assessment Index for the SWE subgroup has shown an increase from 2023 to 2024 of 8.1 percentage points. 3. LEAP 2025 Assessment Index data for the EL subgroup has shown an increase from 2023 to 2024 in ELA (2.5) and Math (1.1).	1. LEAP 2025 Assessment Index has shown the SWE subgroup, while showing growth from 2023 to 2024, still has not risen to its height of 40.2 achieved in 2022. 2. LEAP 2025 Assessment Index for the EL subgroup has shown a decrease from 2023 to 2024 in Science (13.7).
SCHOOL CULTURE DATA - MRA	
(Discipline data must be included as well as the identified recommendations in the MRA report)	
1. The amount of discipline referrals in 2024 was 1.37 percentage points down from 2023. 2. The amount of discipline referrals in 2024 for SWE students was .77 percentage points down from 2023 students. 3. Student Leadership, according to the MRA report, has risen 5 percentage points in the Leadership domain. 4. Empowered Learners, according to the MRA reports, has risen 10 percentage points in the Academics domain.	1. Supportive Staff Environment, according to the MRA report, has gone down 4 percentage points in the Culture domain. 2. Family & Community Engagement, according to the MRA report, has gone down 5 percentage points in the Leadership domain.
2025-26	
STUDENT ACHIEVEMENT DATA	
All Students	
1. LEAP 2025 Assessment Index data for 7th grade ELA, Math, and Science all went up percentage points (ELA: up 4.3 % pts.; Math: up 6.9 % pts.; Science: 6.6 % pts.) from 2024 to 2025. 2. LEAP 2025 Assessment Index data for Algebra I rose 6.0 % points from 2024 to 2025. 3. LEAP 2025 Assessment Index data for ELA continues to show growth in the Writing Performance Strand rising 13 % points in 7th grade from 2024 to 2025. 4. LEAP 2025 Percent Proficient data for Science indicates growth of 1% point from 2024 to 2025.	1. LEAP 2025 Assessment Index data for the whole school dropped .3 percentage points from 2024 to 2025. 2. LEAP 2024 Assessment Index data for 8th grade ELA, Math, and Science all went down percentage points (ELA: down 8.1 % pts.; Math: down 8.6 % pts.; Science: down 3.4 % pts.). 3. The eighth grade cohort of 2025 dropped 19.4 % points in ELA and 14.7 % points in Math. 4. LEAP 2025 Percent Proficient data indicates a decline of 1% point in ELA from 2024 to 2025.

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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)	
1. LEAP 2025 Assessment Index data of Black or African subgroup continues to rise since 2021, even with a dip in ELA percentage points (13.4 in 2025), with 10.9 percentage point growth in Math from 2021 to 2025 and 23.7 percentage point growth in Science from 2021 to 2025. 2. LEAP 2025 Assessment Index data of the SWE subgroup has shown a growth of 2.7 percentage points in ELA. 3. LEAP 2025 Assessment Index data of the ESL subgroup has remained the same at 8.4 percent for ELA and grew 10.0 percentage points in Math.	1. LEAP 2025 Assessment Index data of Black or African subgroup dropped .9 percentage points from 2024 to 2025. 2. LEAP 2025 Assessment Index data of the SWE subgroup has dropped 2.1 percentage points in Math and 2.2 percentage points in science from 2024 to 2025. 3. LEAP 2025 Assessment Index data of the ESL population has dropped .7 percentage points in Science from 2024 to 2025.
SCHOOL CULTURE DATA - MRA	
(Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
1. The MRA report showed that the overall Leader in Me score is 73%, growing an 8% points from 2024's score of 65%. 2. The MRA report showed a 3% point increase in staff's perception of Staff Leadership in the Leadership domain. 3. The top three highest categories under Discipline: Willful Disobedience, Cellphone Violations, and Conducts habits injurious to others all went down in percentages of referrals from 2024 to 2025. (WD: 10.02" to 7.78%; CV: 4.25% to 3.72%; CHIO: 4.86% to 4.06%)	1. The MRA report showed that while the Leadership and Culture domain increased, the Academics domain went down an average of 2% points each in the Empowering Teachers, Empowered Learners, and Life-Readiness domains. 2. The amount of students who have received referrals from August to December in 2025 has risen from August to December 2024 (2025:134 students; 22.67%; 2024:82 students; 12.77%)
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 must 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

(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)

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2024-25	
Engaging students in thinking and problem solving through student-to-student discussion as well as reading and analyzing texts.	Indicator #2, Descriptor #3: Meeting Students Needs
2025-26	
Engaging students in thinking and problem solving through student-to-student discussion as well as reading and analyzing informational texts.	Indicator #2, Descriptor #3: Meeting Students Needs
2026-27	

LEADERSHIP TEAM LONG-RANGE PLAN

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

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Date of ILT	Outcome	Materials	Follow-Up
10-8-24 – Exec.ILT	School goals set up for SAP and for the year	School data, laptop	Share with whole ILT team; Share goals with faculty and staff
10-11-24 – Exec.ILT	Unpack iReady Math lesson for setting the purpose of a lesson	Copies of an iReady lesson; chart paper, laptop	Prepare to unpack lesson with whole ILT
10-22-24 – Whole ILT	Unpack iReady Math lesson for setting the purpose of a lesson; discussion on what this looks like in their content area	Copies of an iReady lesson; chart paper, laptops	ILT members teach lesson in PLCs and generate discussion with colleagues how the iReady lessons are similar in structure to content area lessons and the purpose of the lesson design
11-6-24 – Whole ILT Exec.ILT	Discussion of teacher input of iReady lesson design and correlation to content area lesson designs; determine what setting the purpose looks like in each content area Unpack next part of iReady lesson	Notes from PLCs, teacher input, chart paper Copies of iReady lesson to unpack; chart paper	ILT members model what the beginning of a lesson looks like in each content area Prepare to unpack lesson with whole ILT

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Repeat this cycle for each part of the iReady lesson			
8-1- 25	Assess teacher needs based on new Louisiana Educator Rubric.	Copies of LEP; chart paper; ppt	Admin present whole group
9-8-25	Dive into 2025 data; identify strengths and weaknesses	Copies of school data: LEAP 2025 data, MRA, Discipline data	ILT members present to PLCs; plan to do learning walks
October 2025	Conduct learning walks; look fors: success criteria; objectives	Schedule for learning walks; teacher coverage	Share observational data with admin via survey
November 2025	Discussion of teacher needs	Chart paper; results from survey	ILT members share results with PLCs
December	Plan January PD for faculty	Notes; results from survey and ILT discussions	Share whole faculty at January PD
January 2025	Present PD based on teacher needs: success criteria based on objectives with student work aligned to success criteria	Slide show; handouts	ILT members follow up in PLCs
February 2026	Conduct learning walks; look fors: objective, success criteria, and student work all aligned and rigorous	Schedule for learning walks; teacher coverage	Share observational data with admin via survey
March 2026	Discussion of teacher needs	Chart paper; results from survey	ILT members share results with PLCs
April 2026	Plan PLC PD based on current teacher needs	Notes; results form survey and ILT discussions	ILT members present mini-PD based on teacher needs
May 2026	Reflect on ILT activities and write a faculty survey for feedback of ILTs and PLCs	Data from the year; PD information from year	Whole faculty takes ILT feedback survey

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, Boyet Junior High School will increase the SPS from 82.1 to 85.7 through a focus on meeting students needs in teaching strategies that strengthen students' problem solving and thinking skills.

2024 SPS (Baseline)	2025 SPS +.8	2026 SPS +.8	2027 SPS +.8
83.3	83.0		
2023 - 82.1	Met Goal? No	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS

Assessment Index (AI)

- What is your current AI in –
 - ELA? 86.5
 - Math? 61.1
 - Science? 70.2
 - Social Studies? 68.2
 - Overall? 72.7
- Where are there opportunities for growth? all contents

Progress Index (PI)

- What is your current PI in –
 - ELA? 56.7
 - Math? 36
 - Overall? 44.5
- Where are there opportunities for growth? all content areas

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Interests and Opportunities (I/O) • What is your current I/O? 149.9 • Where are there opportunities for growth?	DCAI (Jr. Highs ONLY) • What is your current DCAI? 134.9 • Where are there opportunities for growth?
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? ○ 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?

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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?
2026-27 Components of SPS	

St. Tammany Parish 2024-2027

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?
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?

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Service Accelerator (High Schools ONLY)	Graduation Rate (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?	• What is your current grad rate? • Where are there opportunities for growth?

PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

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

- Priority Goal #1 (Culture) - **Student Goals Support**
- Priority Goal #2 (Academics) - **Growth in ELA AI with a focus on responding to informational texts**
- Priority Goal #3 (Academics) - **Growth in Math Progress Index with a focus on students independently demonstrating rigorous thinking and problem-solving**

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Boyet Junior High School will increase the MRA sub-measure student goals support from 65% to 80% through a focus on use of data chat conferencing to have students set performance goals on curriculum-embedded assessments.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
65	70	73	75		80	
	Met Goal? Yes		Met Goal? Y N		Met Goal? Y N	

How are we going to get there? **Data chat sheets that provide students their assessment data in order for them to see their baseline and then make goals to improve their scores.**

Purchased Resources to Support Priority Goals

Professional Development Offered

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?

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- Data chat goal setting before curriculum-embedded assessments – students and teachers will see immediate results after each goal setting-assessment conference

2024-25							
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 –

[This school year was rough one with internal issues between staff members that took away from a positive school culture.](#)

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

Quarter 1 Reflection –

Quarter 2 Reflection –

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Quarter 3 Reflection –

End of year Reflection –

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Boyet Junior High School will increase the Math Assessment Index from 62.3 to 64.4 through a focus on leveraging HQIM for students to independently demonstrate rigorous thinking and problem-solving.

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	2024 Math AI (Baseline)	2025 Math AI	2026 Math AI	2027 Math AI
All Students	62.3	61.1	(63.7)	(64.4)
		Met Goal? No	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	23.6	21.5	(25)	(25.7)
		Met Goal? No	Met Goal? Y N	Met Goal? Y N
EL	12.6	22.6	(14)	(14.7)
		Met Goal? Yes	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

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

Professional Development Offered

Short Term Wins

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

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

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End of year Reflection –

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Boyet Junior High School will increase the ELA Proficiency Index from 57% to 60% through a focus on responding to informational texts in all content areas.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	58%	56.7%	(60%)	(61%)

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		Met Goal? No	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	18%	16%	(20%)	(21%)
		Met Goal? No	Met Goal? Y N	Met Goal? Y N
EL	0	.03%	(2%)	(3%)
		Met Goal? No	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	47%	41.9%	(45%)	(44%)
		Met Goal? Yes	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?	35.1%	33.1%	(33%)	(32%)
		Met Goal? Yes	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there? Through the previous year's ILT, a school-wide writing strategy and rubric were developed and sent out to all classrooms. Teachers were trained through PLCs to utilize the strategy in their teaching of content. Additionally, the ILT would like to develop a school-wide annotating guide to help students break down challenging writing prompts and informational texts.

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

Professional Development Offered
Teacher led PD via PLCs

Short Term Wins

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

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- Students will have well-developed constructed responses that have a claim, an answer, and a rationale supported by textual evidence. Student constructed responses will have each element of their response highlighted or coded to show the different parts of the writing strategy criteria within their writing.

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

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

Quarter 1 Reflection –

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Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		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: Culture Priority Goal: Coffee with the Principal – discuss School Goal and the SAP; discuss goal-setting with students through data chats and how best to support students at home with goal setting and meeting goals; **Academic Priority Goal (ELA):** Cultural Day – a day of exploring the different backgrounds and cultures of Boyet's student body – informational texts will be explored and a constructed response will be turned in for assessment by the ELA teachers; **Academic Priority Goal (Math):** S.T.E.M. Day – a day of science, technology, engineering, and math exploration and problem-solving. QR codes will be provided each event for parents to provide feedback of each event as well as have opportunities to speak with administration and lead teachers at each event.

2025-26: Culture Priority Goal: Fall Fest, Spring Fling, and Fais Do Do - LIM events that provide students opportunities to mingle and play with peers in structured activities. Parents are able to volunteer and mingle with students, teachers, and administration. PTA meetings leading up to these events are open to parents to give feedback and implement the school advancement plan in its culture priority goal.

Academic Priority Goal: Academic Pep Rally: Before Spring testing, students come together in a pep rally to celebrate academic achievement and to gain a positive perspective of testing. PTA meetings leading up to this event are open to all parents to give feedback and implement the school advancement plan in one of its academic priority goals.

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Academic Priority Goal (Math): S.T.E.M day - a day of science, technology, engineering, and math exploration and problem-solving. QR codes will be provided each event for parents to provide feedback of each event as well as have opportunities to speak with administration and lead teachers at the event. PTA meetings leading up to this event are open to all parents to give feedback and implement the school advancement plan in one of its academic priority goals.

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 Culture Priority Goal: Coffee with the Principal – discuss School Goal and the SAP; discuss goal-setting with students through data chats and how best to support students at home with goal setting and meeting goals; **Academic Priority Goal (ELA):** Cultural Day – a day of exploring the different backgrounds and cultures of Boyet’s student body – informational texts will be explored and a constructed response will be turned in for assessment by the ELA teachers; **Academic Priority Goal (Math):** S.T.E.M. Day – a day of science, technology, engineering, and math exploration and problem-solving. QR codes will be provided each event for parents to provide feedback of each event as well as have opportunities to speak with administration and lead teachers at each event.

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2026-27:

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

2024-25 :Information is communicated through robocalls, robotexts, and letters/flyers home; PTA meetings and PTA newsletters; coffee with the principal meeting; graphs/charts in front office showing student progress as the year moves forward.

2025-26: Information is communicated through robocalls, robotexts, and letters/flyers home; PTA meetings and PTA newsletters; PTA 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:: Lighthouse Team students and Student Council members escort new students around school for tours; counselor and MHP will help as needed with individual students.

St. Tammany Parish 2024-2027

2025-26: Lighthouse Team students escort new students around school for tours; counselor and MHP will help as needed with individual students.

2026-27:

FISCAL PLANNING

Budgets

 used to support these priority areas

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

DISTRICT ASSURANCES

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

Principal Signature

Dr. Jennifer Clark

Date: December 17, 2025

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?*