

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

7th ELA- Writing Performance 49% Strong
7th Math- Expressions, Inequalities and Equations 29% Strong
8th ELA- Reading Performance 41% Strong
8th Math- Solving Linear Equations & Systems of Linear Equations 23% Strong
Algebra I – Interpreting Functions 100% Strong

7th ELA- Knowledge & Use of Language 43% Weak
7th Math- Analyze Proportional Relationships, Solve Problems 64% Weak
8th ELA- Knowledge & Use of Language 53% Weak
8th Math- Proportional Relations, Linear Equations & Functions 62% Weak
Algebra I – Solve Graphically, Rate of Change 10% Weak

At-Risk Student Groups

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

SwE ELA- Reading Literary Text (11.5% Strong)
SwE Math- Additional & Supporting Content (18% Strong/Moderate)

SwE ELA- Knowledge & Use of Language Conventions (88% Weak),
 Written Expression (86% Weak)

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<p>ESL ELA- Reading Vocabulary (21.5% Strong/Moderate) ESL Math- Modeling & Application (21.5% Strong/Moderate) AA ELA- Writing Performance (39% Strong) AA Math- Modeling & Application (16.5% Strong) Ec. Dis. ELA- Reading Performance (35% Strong) Ec. Dis. Math-Modeling & Application (20.5% Strong)</p>	<p>SwE Math- Major Content (90% Weak) ESL ELA- Reading Performance (95.5% Weak), Writing Performance (94% Weak) ESL Math- Major Content (97.5% Weak) AA ELA- Reading Vocabulary (43.5% Weak), Written Expression (53.5% Weak) AA Math- Major Content (65.5% Weak) Ec. Dis. ELA- Knowledge & Use of Lang. Conventions (58% Weak) Ec. Dis. Math- Major Content (66.5% Weak)</p>
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SCHOOL CULTURE DATA - MRA
(Discipline data must be included as well as the identified recommendations in the MRA report)

<p>Discipline- % of students with referrals for “Disturbs School Habitually” went down from 13.91 in 22-23 to 11.15 in 23-24 % of students with referrals for “Conduct/Habits injurious to associates” went down from 13.04 in 22-23 to 10.79 in 23-24</p> <p>MRA Data- Strongest areas: Staff Leadership (77), Empowering Teachers (74), Supportive Staff Environment (73) Increases: Culture- Trusting Relationships- +11, Staff Leadership- Personal Effectiveness +8</p>	<p>Discipline (Actions/Consequence)- ISS: 23.02% of students, OSS: 16.55% of students</p> <p>MRA Data- Weakest areas: Supportive Student Environment (67, but increase of 5 pts. from previous year), Family & Community Engagement (65) Decreases: Culture- Staff Voice- Down 4 pts. (80 to 76), Community Engagement- Down 5 pts. (59)</p>
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2025-26

STUDENT ACHIEVEMENT DATA

All Students

<p align="center"><u>From 24-25 SY Data</u></p> <p>ELA iReady Growth: 7th: BOY- 45.2% proficient, MOY- 50.3% 8th: BOY- 40.2% proficient, MOY- 48.1%</p> <p>ELA Assessment Index: 2023- 52.0; 2024- 62.2; 2025- 72.6</p>	<p align="center"><u>From 24-25 SY Data</u></p> <p>Math iReady Growth: 7th: BOY- 13% proficient, MOY- 19%, EOY- 19% 8th: BOY- 9% proficient, MOY- 22%, EOY- 30%</p> <p>Algebra 1- 100% proficient on Spring 2025 LEAP (7 Mastery, 4 Adv.) (1 Alg. I student scored 850 in 2024 & 1 in 2025)</p>
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<p>Mast./Adv.: '23- 32.2%; '24- 41.1%; '25- 42.1%</p> <p>Social Studies Diagnostic/Checkpoints: 7th: BOY- 37% proficient, Checkpt. 1- 47.4%, MOY- 45.1%, Checkpt. 2- 72.9% 8th: BOY- 31.8% proficient, Chkpt. 1- 42.2%, MOY- 54.8%, Chkpt. 2- 52.4%</p>	<p>Math Assessment Index: 2023- 49.3; 2024- 45.0; 2025- 46.2</p> <p>Mast./Adv: '23- 22.8%; '24- 19.4%; '25- 20.3%</p> <p>Science Diagnostic Growth: 7th: BOY- 43.0% proficient, MOY- 67.7% 8th: BOY- 40.7% proficient, MOY- 62.9% AI: 2023- 49.4; 2024- 48.6; 2025- 53.1</p>
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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)

<p>SWE ELA AI: 2024- 21.0; 2025- 26.1 ESL ELA AI: '24- 6.4; '25- 8.0 SWE Math AI: '24- 13.8; '25-5.9 AA ELA AI: '24- 49.3; '25- 54.6 Math AI: '24- 33.8; '25- 27.7</p>	
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SCHOOL CULTURE DATA - MRA
 (Discipline data must be included as well as the identified recommendations in the MRA report)

<p align="center"><u>From 24-25 SY Data</u></p> <p><u>Discipline:</u> Out of School Suspensions- 11.92% (down from 16.55% in 23-24) In-School Suspensions- 24.62 % (up from 23.02% in 23-24) # of students with OSS- 31 students out of 260 (46/278 in 23-24) # of students with referrals- 114/260 in 24-25 (43.85%) (110/278- 39.57% in 23-24)</p> <p>-% of students with referrals for “Disturbs School Habitually” went down from 13.91 in 22-23 to 11.15 in 23-24; 16.15% in 24-25 -% of students with referrals for “Conduct/Habits injurious to associates” went down from 13.04 in 22-23 to 10.79 in 23-24; 14.23% in 24-25 -% of students with referrals for “Instigates/participates in fight” went from 9.71% in 23-24 down to 6.15% in 24-25</p>	<p align="center"><u>From 24-25 SY Data</u></p> <p><u>MRA Survey:</u> Leadership- up from 71 in 23-24 to 74 in 24-25 Culture- up from 70 in 23-24 to 76 in 24-25 Academics- up from 71 in 23-24 to 76 in 24-25 Overall- up from 70 in 23-24 to 75 in 24-25</p> <p><u>23-24 Weak Area Improvements:</u> Supportive Student Environment- up from 67 to 75 in 24-25 (+8) Family & Community Engagement- up from 65 to 69 in 24-25 (+4) Staff Voice- up from 76 to 80 in 24-25 (+4) Community Engagement- up from 59 to 64 in 24-25 (+5)</p> <p><u>Strengths-</u> Staff Voice (80), Instructional Efficacy (81), Student Goal Support (82- up 22 pts. from 23-24)</p>
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	Weaknesses- School & Family Partnerships (67- up 3 pts.), Community Engagement (64- up 5 pts.), Interpersonal Effectiveness (75- down 1 pt.)
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

-Student Discourse within the classroom in all subject areas.
 -Continued focus on Written Expression in ELA (and all subjects)
 -"Major Content" area in Math
 -Student Empowerment (from MRA) through Leader In Me and student data tracking/IGPs

MRA survey data- Overall score increased from 70 in 23-24 SY to 75 in 24-25 SY.

Leadership- increased from 71 in 23-24 to 74 in 24-25

Culture- increased from 70 in 23-24 to 76 in 24-25

Instructional Leadership: Teacher Effectiveness- focusing on the analysis and use of data continuously throughout the year using diagnostic tests, district checkpoints, iReady at designated checkpoint times, but daily/weekly through analysis of student work, writing samples, and weekly iReady lessons (ELA/Math).

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Academics- increased from 71 in 23-24 to 76 in 24-25	
2025-26	
Increase average daily attendance for students from 90.4% (24-25 SY) to 95% for the 25-26 school year.	
2026-27	

LEADERSHIP TEAM LONG-RANGE PLAN

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

***See attached**

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, Pitcher Jr. High School will increase the SPS from **64.2** (2023) to **75.0** through a focus on Written Expression, Math Major Content, Student Discourse, and Student Data Tracking (use school improvement focus area listed above).

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
64.2 ('23)	68.5	72.0	75.0
	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- 62.2
 - Math- 45.0
 - Science- 48.6
 - Social Studies- 48.5 (2022)
 - Overall- 51.9
- Where are there opportunities for growth?

Progress Index (PI)

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

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<p>SwE students in ELA (21 AI), Math (13.8 AI)</p> <p>ESL students in ELA (6.4 AI), Math (5.7 AI)</p>	
<p>Interests and Opportunities (I/O)</p> <ul style="list-style-type: none"> ● What is your current I/O? 149.5 ● Where are there opportunities for growth? Increased enrollment in arts courses for students. Additional staff training in STEM areas. Explore options for access to Health & Physical Education instruction for all students enrolled. 	<p>DCAI (Jr. Highs ONLY)</p> <ul style="list-style-type: none"> ● What is your current DCAI? 117.5 ● Where are there opportunities for growth? Getting more students Carnegie Credits (JHS courses) while in junior high leading into high school.
<p>ACT Index (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current ACT index? ● Where are there opportunities for growth? 	<p>Strength of Diploma Index (SOD) (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current SOD? How many students/What percent earned- <ul style="list-style-type: none"> ○ 160? ○ 150? ○ 115? ○ 110? ○ 100? ● Where are there opportunities for growth?
<p>Graduation Rate (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate? ● Where are there opportunities for growth? 	<p>Graduation Rate Index (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate index?

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2025-26 Components of SPS

<p>Achieve Index (AI)</p> <ul style="list-style-type: none"> ● What is your current AI in – <ul style="list-style-type: none"> ○ ELA? ○ Math? ○ Science? ○ Social Studies? ○ Overall? ● Where are there opportunities for growth? 	<p>Growth Index (GI)</p> <ul style="list-style-type: none"> ● What is your current GI in – <ul style="list-style-type: none"> ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall? ● Where are there opportunities for growth?
<p>Thrive Index (TI) (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall TI? ● Where are there opportunities for growth? 	<p>Readiness on Nationally Recognized Exams (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current percentage of students earning at least- <ul style="list-style-type: none"> ○ ACT of 20? ○ SAT of 1040? ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? ● Where are there opportunities for growth?
<p>University Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? ● Where are there opportunities for growth? 	<p>Career Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? <p>How many students/What percent earned-</p> <ul style="list-style-type: none"> ○ Basic bundle + internship? ○ Advanced credential + internship? ○ 2 years of FF-aligned registered apprenticeship?

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	<ul style="list-style-type: none"> ○ Certificate of technical studies in high wage/high demand industry? ● Where are there opportunities for growth?
<p>Service Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? <p>How many students/What percent have-</p> <ul style="list-style-type: none"> ○ Signed military acceptance letter? ○ Service Academy acceptance? <ul style="list-style-type: none"> ● Where are there opportunities for growth? 	<p>Graduation Rate (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate? ● Where are there opportunities for growth?
<p>2026-27 Components of SPS</p>	
<p>Achieve Index (AI)</p> <ul style="list-style-type: none"> ● What is your current AI in – <ul style="list-style-type: none"> ○ ELA? ○ Math? ○ Science? ○ Social Studies? ○ Overall? ● Where are there opportunities for growth? 	<p>Growth Index (GI)</p> <ul style="list-style-type: none"> ● What is your current GI in – <ul style="list-style-type: none"> ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall? ● Where are there opportunities for growth?
<p>Thrive Index (TI) (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall TI? ● Where are there opportunities for growth? 	<p>Readiness on Nationally Recognized Exams (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current percentage of students earning at least- <ul style="list-style-type: none"> ○ ACT of 20? ○ SAT of 1040?

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	<ul style="list-style-type: none"> ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? <ul style="list-style-type: none"> ● Where are there opportunities for growth?
<p>University Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? ● Where are there opportunities for growth? 	<p>Career Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? <p>How many students/What percent earned-</p> <ul style="list-style-type: none"> ○ Basic bundle + internship? ○ Advanced credential + internship? ○ 2 years of FF-aligned registered apprenticeship? ○ Certificate of technical studies in high wage/high demand industry? <ul style="list-style-type: none"> ● Where are there opportunities for growth?
<p>Service Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? <p>How many students/What percent have-</p> <ul style="list-style-type: none"> ○ Signed military acceptance letter? ○ Service Academy acceptance? <ul style="list-style-type: none"> ● Where are there opportunities for growth? 	<p>Graduation Rate (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate? ● Where are there opportunities for growth?

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 (Supportive Environment for Students)
- Priority Goal #2 (Academics) - Written Expression (ELA; Science/Soc. St.)
- Priority Goal #3 (Academics) - Major Content (Math)

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Pitcher Jr. High School will increase the MRA sub-measure “Student Empowerment” from 65 to 85 through a focus on Leader In Me initiatives, individual student growth plans and data monitoring, and student discourse within classrooms.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
65	72	75	79		85	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there?

2024-2025:

Specifically form student homeroom (huddles) for students to have another trusted adult on campus – not necessarily tied to their academics. We also want to form a student lighthouse team and student teams with specific roles and responsibilities. We will have the students create and implement events like 6th grade visit and LEAP Night.

2025-2026: We are continuing to expand the opportunities for student leadership and involvement in decision making. We plan to have our 16 student member LIM Lighthouse team (two representatives (one 7th and one 8th grader) from each of the LIM teams) meet monthly and redeliver the

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meeting content to their teams. The student Lighthouse Core will deliver information to the adult Lighthouse Team monthly. The student Core team will brainstorming, identifying and prioritizing areas of need, improvement (academically, environmentally, socially and community-ly). Individual teams will implement the ideas.

In addition, we are trying to get a parent representative from each team for students to share their progress in the school-community relations.

Our known GAP is getting from the teams to the main student population. Clubs will be created for additional student opportunities.

We intend to purchase a Newline Board (the largest available) to use in the gym. This would allow our Student Lighthouse Team to host presentations in the gym to the entire student body and to parents. Having a Newline Board in the gym means we would not have to roll a board across the street (literally to the gym a half block away from the main campus) whenever we have presentations. This Newline Board would also be used for PE activities (Digital Citizenship interactions, CPR, health, and other similar lessons), sports (plays for basketball, football, etc), parent nights for athletic programs, ceremonies (8th grade promotion, 8th grade breakfast), and general assemblies.

Purchased Resources to Support Priority Goals

Professional Development Offered
Leader In Me PD, ILT/PLCs focused on student data tracking & monitoring

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?

- **Increased student volunteers for LIMSA Teams, Increased student volunteers for assisting with school activities, students applying for and performing classroom jobs**

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
MRA Data, increase student involvement in LIM	Score of 65 on MRA survey	Student LIM teams formed with roles established		Based on end of 2nd quarter survey, 80% of students will feel they have a		Based on an end of 3rd quarter survey, 90% of students will feel they have a voice	

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		and LIM groups		voice and an impact on their school.		and impact on their school.	
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Leader In Me is off to a successful start, with team (huddle) meetings happening regularly for all students/teachers with positive lessons/discussions and impact. LIM/Student Lighthouse Teams are established with roles and are contributing to the school through their various established tasks/roles. LIM Paradigms are being introduced and displayed across campus.

Our Student Lighthouse Core was awarded the Superintendent’s Champion Award in October 2024 for their outstanding contributions to creating the LIM value system at PJH.

Quarter 2 Reflection –

Through the implementation of Leader In Me, students are more involved and feel they have a voice. Student-lead committees have taken shape and students feel more empowered and a part of the school.

Quarter 3 Reflection –

We hit some hiccups first semester in our LIM rollout, but made adjustments at the semester break and we are able to meet more in LIM groups, cover more lessons, and have more time for committees to meet and accomplish various tasks.

End of year Reflection –

After 1 year of learning and seeing what worked and didn’t work, we have an excellent plan in place for next year. Our MRA data went up in almost every category, with student leadership, student empowerment, and student/school belonging being our greatest gains.

The district asked us to host a half day LIM Symposium for area schools. We hosted a student panel with a representative from every Team and the Lighthouse Core. We also had other students (not on teams) volunteer to participate. The students impressed the adults participating in the Symposium.

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2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Increase MRA scores via MRA survey	Overall- 75 Lead.- 74 Culture- 76 Acad.- 76						
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

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

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	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N
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Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Pitcher Jr. High School will increase the domain/component of Written Expression in ELA from 41% to 55% through a focus on Written Expression in all content areas, but especially in ELA by focusing on constructed/extended response in all subjects, Culminating Writing Tasks in ELA, and daily small group instruction/interventions in all subject areas.

	2024 % Proficient on ELA- Written Expression Comp. (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
All Students	41% (49%- 7th, 32%- 8th)	45%	50%	55%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

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Student Group(s)				
SWE	10%	17%	24%	30%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	0%	10%	17.5%	25%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

Lexia is an individualized program that targets 3 domains each week (comprehension, word study, and grammar). Students are expected to complete at least 20 minutes in each domain weekly, with 45 minutes in each domain being the maximum allowable by the program.

In ELA, we use Lexia to direct intervention based on a student's needs and foundational gaps. Since each student is missing different foundational skills, students are remediating different foundational standards. We will use individual student earbuds as part of our purchased resources to allow students to hear only their own interactive lesson based on their current standard. This will allow our students to focus on their individualized interactive lessons without the distraction from other students' devices.

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A benefit of having earbuds for the comprehension domain is to better their understanding of what is being presented and allow students to properly address prompts. For EL and SWE, targeting grammar will improve the Knowledge & Use of Language Conventions component of LEAP.

In ELA class, students complete Lexia lessons daily. The purchase of student headphones with microphones will allow targeted individual speech into the Chromebook for our EL, SWE, and 504 populations. Our students with speech only services will also benefit from the direct microphone component.

We will purchase Surface Pros so that our ILT teachers can test ILT decisions in their classrooms. The concepts include teacher being able to move around the room more easily, without being tied to the Newline Board, during instruction. This allows teachers to be moving around the room during instruction (and still teaching and annotating from anywhere in the room) and being able to support student learning in the moment. Proximity will help some students to feel more comfortable asking questions and seeking assistance with the topic, as well as reduce disciplinary behaviors. In addition, teachers can have students interact with the lesson through technology easily and without loss of instructional time due to student movement. With the surface pro, it allows teachers the ability to take photos of student work so it can immediately be shown and annotated. All of the work and annotations can be saved and uploaded to Google Classroom for a later time

Our old desktops are not windows upgradeable. We will purchase a desktop for each ILT teacher so they can use the larger screen of a desktop to analyze student data from interventions and assessments within their own content and across content looking for trends and improvements in writing. This desktop will allow the files to be exported to Excel which Chromebooks cannot support. The Excel files can offer better file management, performance, and manipulation between pages and staff. These files will be on the district's share drive which are not accessible on a Chromebook. This data will be used in ILT for analysis, trends, and informed decision making. We will purchase one Dport to VGA converter to allow an ILT teacher's non-dport monitor to connect to the new desktop. All other monitors are Dport ready.

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

Professional Development Offered
Guidebooks, iReady, and Writing Revolution PDs, ILT/PLC professional development and collaboration (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?

- Proficiency of standards and progression monitored through iReady, district checkpoints and diagnostics, and mastery of standards not met at the proficient level through small group instruction/interventions.

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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
BOY Diagnostic and District Checkpoints	9.7% Proficient & Exceptional			7 th - 13% @ BOY To 19% at MOY 8 th - 9% @ BOY To 22% @ MOY	7 th - 6% growth 8 th - 13% growth		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

7th grade grew 6 % pts. from 13% to 19% (BOY to MOY); 8th grade grew 13 % pts. from 9% to 22% (BOY to MOY)

Quarter 3 Reflection –

End of year Reflection –

7th grade grew 6 % pts. from 13% to 19% (BOY to EOY) (No gain from MOY to EOY); 8th grade grew 21 % pts. from 9% to 30% (BOY to EOY)

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

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

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

Quarter 1 Reflection –

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Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Pitcher Jr. High School will increase the % Proficient in Math- Major Content Area/Component from 16% to 40% through a focus on major content area component, student discourse in the classroom, tracking student data/IGP, and small group interventions/instructions in daily math lessons.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	16%	24%	32%	40%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	3%	10%	20%	30%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	0%	7%	14%	20%

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		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

In math, we use iReady to help direct intervention based on a student’s needs and foundational gaps. Since each student is missing different foundational skills, students are remediating different foundational standards. We will use individual student earbuds as part of our purchased resources to allow students to hear only their own interactive lesson based on their current standard. This will allow our students to focus on their individualized interactive lessons without the distraction from other students’ devices.

We will purchase Surface Pros so that our math teachers can move around the room more easily, without being tied to the Newline Board, during instruction. This allows teachers to be moving around the room during instruction (and still teaching and annotating from anywhere in the room) and being able to support student learning in the moment. Proximity will help some students to feel more comfortable asking questions and seeking assistance with the topic, as well as reduce disciplinary behaviors. In addition, teachers can have students interact with the lesson through technology easily and without loss of instructional time due to student movement. With the surface pro, it allows teachers the ability to take photos of student work so it can immediately be shown and annotated. All of the work and annotations can be saved and uploaded to Google Classroom for a later time.

Our old desktops are not windows upgradeable. We will purchase a desktop for each math teacher so they can use the larger screen of a desktop to analyze student data from interventions and assessments (from iReady and Illuminate). This desktop will allow the files to be exported to Excel

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which Chromebooks cannot support. The Excel files can offer better file management, performance, and manipulation between pages and staff. These files will be on the district’s share drive which are not accessible on a Chromebook. This data will be used in PLC, planning, and data chats (teacher to teacher, student to teacher, teacher to student, admin to teacher, teacher to admin, and teacher to PLC). We will purchase one Dport to VGA converter to allow a math teacher’s non-dport monitor to connect to the new desktop. All other monitors are Dport ready.

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

Professional Development Offered
iReady and other math-related professional development, ILT/PLC collaboration, curriculum specialist

Short Term Wins

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

- iReady data- typical growth targets set after BOY diagnostic and progress towards growth goal throughout the year based on rigorous, grade-level, standards-based assignments/lessons/instruction.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
iReady BOY Diagnostic	9.5% On Grade Level or Above						
			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 –

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

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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:

- 1) Panther Pizzazz- Academic Showcase of student work- Oct. 17, 2024
- 2) Literacy & Technology Night- Feb. 13, 2025
- 3) Math & LEAP Prep Night- March 20, 2025

2025-26:

- 1) Panther Pizzazz – Academic Showcase of student work – October 14, 2025

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.**

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2024-25: Panther Pizzazz (Oct. 17)- Event was successful with a good turn out and parents appreciating seeing student work and what they are working on in all of their classes.

Literacy and Tech Night was delayed due to complications of the snow days. We combined Literacy and Tech Night with Math/LEAP Night.

Math and LEAP night was not as well attended as we had hoped. We need to have more student participation to bring parents out to the event. Next year we hope to have more student participation in a variety of activities to capture the interest of parents.

2025-26:

Panther Pizzazz (October 14) – Event had minimal participation. We should add student participation activities and possibly offer free football game passes for those that attend since the event is immediately before a home football game.

2026-27:

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

2024-25: Data tracking forms for individual students will be sent home regularly (each time they are updated), sharing scores and progress with parents after major assessments, inviting parents to school for activities like Honor Roll breakfast, Club 750 students, Club 800, NJHS, etc.

2025-26: Data tracking portfolios that are completed during homeroom each week and kept in the student’s ELA binder. Club 750 bulletin board postings, Club 800 bulletin board posting – both visible as parents enter the cafeteria for the quarterly honor roll breakfast.

2026-27:

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Transitions for Incoming and Outgoing Students

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

2024-25: Data tracking forms will be sent with students who move to a different school, and a new data tracking form will be created quickly for enrolling students for teachers, admin, etc. to have a clear picture of where those students are academically and where they need the most immediate help/support.

2025-26: Data tracking forms will be sent with students who move to a different school, and a new data tracking form will be created by the student in homeroom for newly enrolling students for teachers, admin, etc. to have a clear picture of where those students are academically and where they need the most immediate help/support.

Small group targeted math tutoring reports will be sent home every 3 weeks for parents to see progress.

2026-27:

FISCAL PLANNING

Budgets used to support these priority areas

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

DISTRICT ASSURANCES

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

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date

REFLECTIONS

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

Parent and Family Engagement Reflection:

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

Event Name:

Date/Time:

Targeted Priority Area:

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Year 1 Reflections:

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

Year 2 Reflections:

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

Year 3 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*

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- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*