

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

- Algebra I proficiency percentage increased by +5.5% and decrease in unsatisfactory.
- U. S. History assessment index increased in proficiency by +4.2 points.
- U.S. History grows every year except 2022.
- Positive cohort increase of +2 for Algebra I and Geometry
- U.S. History and ELA strong increases in almost all subgroups over the past six years
- Increase in ACT composite in all subject areas.
- ACT index increase of +16.8 points from 2022-2024.
- ACT composite score increase of +1.2 from 2022-2024.

- Biology proficiency percentage decreased by -11.2% and the assessment index decreased by -11.4 points.
- English II proficiency percentage decreased by -5.9% and the assessment index decreased by -5.1 points.
- English II has declined every year over the past six years except 2022.

At-Risk Student Groups

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

- Increase in SWE assessment index in U.S. History
- Increase in ESL assessment index in math and English
- Increase in Economically Disadvantage subgroup assessment index in math, U.S. History, and English

- Biology shows decrease in almost all subgroups most notable for the following 2 subgroups: 2 or more races and Black, African American subgroup
- Decrease in SWE assessment index for math, science, and English
- Math and Biology majority subgroup assessment index lower

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SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
<ul style="list-style-type: none"> • Strongest reported category is Academics with a score of 75. • Social support where students reported they have one or more teachers who provide encourage and support with a +20 point increase from the previous year. • The following indicators fell second in growth behind social support with +10 points higher than the previous year: prosocial behaviors, school climate, school belonging, and school goals. 	<ul style="list-style-type: none"> • Family and Community Engagement indicator was the lowest score of 66. • Student empowerment had a -5 point drop from the previous year. • Community engagement indicator could be enhanced since the reported score was the same as last year.
2025-26	
STUDENT ACHIEVEMENT DATA	
All Students	
<ul style="list-style-type: none"> • ACT performance improved, with the ACT Index increasing to 74, reflecting gains across all tested subject areas. • ACT composite score increased, indicating stronger college readiness and alignment to ACT expectations. • Cohort graduation rate increased to 78.8%, demonstrating improved student persistence and completion. • Strength of Diploma indicators improved, reflecting increased access to advanced coursework and credentials. • U.S. History achievement remains a strength, with consistent multi-year growth in proficiency and assessment index. • ELA shows sustained gains across multiple years, indicating effective instructional practices and curriculum alignment. 	<ul style="list-style-type: none"> • Biology proficiency declined, with a corresponding decrease in the Biology assessment index, identifying science as a priority area for improvement. • English II proficiency declined, continuing a multi-year downward trend that requires focused instructional support. • Performance gaps remain among students performing at the high-Basic level, particularly in ELA and math, indicating a need to move more students into proficiency. • Inconsistent instructional pacing and curriculum fidelity, particularly in Biology and English II, have impacted student outcomes. • Continued need to strengthen daily engagement strategies to support student achievement across all content areas.

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<ul style="list-style-type: none"> Algebra I and Geometry demonstrate positive cohort trends, suggesting targeted instructional supports and common assessments are effective. 	
<p align="center">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)</p>	
<ul style="list-style-type: none"> Students with Exceptionalities (SWE) demonstrated growth in U.S. History, indicating improved access to content and instructional supports. English Learners (EL) showed increases in assessment index scores in math and English, reflecting effective scaffolding and language supports. Economically Disadvantaged students demonstrated gains in math, U.S. History, and English, narrowing performance gaps in several content areas. Positive cohort trends in Algebra I and Geometry suggest that targeted interventions and common assessments are benefiting at-risk students. Increased ACT participation and retesting efforts supported improved outcomes for at-risk seniors. 	<ul style="list-style-type: none"> Biology performance declined across most at-risk subgroups, with the most significant decreases observed among students identifying as Black/African American and students identifying as two or more races. SWE assessment index declined in math, science, and English, indicating a need for more consistent instructional supports and progress monitoring. The lowest performing 25% of students in ELA and math remain disproportionately represented among at-risk groups, with many students performing at the high-Basic level. English II performance declined for multiple at-risk subgroups, continuing a multi-year trend. Inconsistent implementation of small-group instruction, intervention strategies, and curriculum pacing has limited growth for at-risk students in Biology and English.
<p align="center">SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)</p>	
<ul style="list-style-type: none"> Academics remains the strongest MRA domain, indicating that students perceive high expectations for learning and academic success. 	<ul style="list-style-type: none"> Family and Community Engagement remains the lowest-scoring MRA indicator, indicating a need for more intentional

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<ul style="list-style-type: none"> • Social Support showed the most significant growth, with students reporting that they have at least one trusted adult on campus who encourages and supports them. • Prosocial behaviors increased, reflecting improvements in student interactions, respect, and positive peer relationships. • School climate improved, suggesting students feel safer and more connected to the school environment. • School belonging increased, indicating that students feel more accepted and valued within the school community. • School goals showed growth, demonstrating increased student awareness of academic expectations and future-oriented planning. • Discipline trends support MRA findings, with improvements in student behavior and adult-student relationships contributing to a more positive school culture. 	<p>outreach and stronger partnerships with families and community stakeholders.</p> <ul style="list-style-type: none"> • Student Empowerment declined slightly, suggesting students need more authentic leadership opportunities and meaningful involvement in school decision-making. • Limited student voice in schoolwide initiatives has impacted students’ sense of ownership and agency. • Continued need to strengthen structures that allow students to lead, provide feedback, and influence school culture, particularly as the school transitions to block scheduling. • Opportunities exist to improve communication and engagement strategies to ensure families feel informed, welcomed, and connected to the school.
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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	
<p>CHS will strive to increase student engagement in all courses by increasing the use of student engagement structures.</p> <p>Based on data results, the focus may shift in the second semester to analyzing student work to measure academic engagement.</p>	<p>Domain: Instructional Leadership Indicator: Meeting Students Needs Descriptor: Supports teachers in implementing instructional strategies that meet the needs of all learners</p>
2025-26	
<p>CHS will strive to increase student engagement in all courses through instructional planning and effective use of block scheduling.</p>	<p>Domain: Instructional Leadership Indicator: Meeting Students Needs Descriptor: Supports teachers in implementing instructional strategies that meet the needs of all learners</p>

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
9/3/2024	<ul style="list-style-type: none"> -Analyze School Data -Create Long Range Action Plan -Set Learning Walk Dates -Assign Student Engagement Strategies from Matrix 	<ul style="list-style-type: none"> -SAP -Calendar -Data -Laptop/Projector 	<ul style="list-style-type: none"> -SAP goals shared to staff and PLC leads
9/17/2024	<ul style="list-style-type: none"> -Monitor Student Engagement Strategies from Matrix -PD support for teachers? -Learning Walk Tool and Procedures 	<ul style="list-style-type: none"> -Laptop/Projector 	<ul style="list-style-type: none"> -Communicate to staff matrix and PD at faculty meeting/PLC -Google form with new Learning walk tool
10/1/2024	<ul style="list-style-type: none"> -Student engagement matrix -Protocols and procedures for our learning walk 		<ul style="list-style-type: none"> -Communicate results of Learning walk to staff -Identify next steps based on Data obtained through learning walk
10/15/2024	<ul style="list-style-type: none"> -LEARNING WALK 	<ul style="list-style-type: none"> -Learning Walk Tool 	<ul style="list-style-type: none"> -Faculty Meeting Presentation

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	-Organize Data for Faculty Meeting	-Chromebook		
10/29/2024	-Look at data from learning walk -PD on student engagement for the staff -Continue working on building matrix content			
11/12/2024	-Look at data from learning walk -PD on student engagement for the staff -Continue working on building matrix content			
12/3/2024	-LEARNING WALK (All staff & Students)			
12/17/2024	-Look at data from learning walk -PD on student engagement for the staff JANUARY 6th PD!!!! -Continue working on building matrix content			
1/3/2025	-Begin looking at student work for engagement			
2/4/2025	-Student work analysis activity from AP meeting	-Worksheets		
2/18/2025	-Discussion on pausing on student work and moving to teacher support of block scheduling for student engagement	-Research on block schedule structures found and a presentation is being created for redelivery in PLCs		
3/11/2025	-Block Schedule Engagement Structures Presentation	-New line board and handouts	-Determine how this presentation will be redelivered to staff	
3/25/2025	-Redelivery of presentation in PLCs -Discuss future support for teachers as we move toward block scheduling			
4/8/2025	TESTING Schedule			
4/29/2025	TESTING Schedule			
5/6/2025	TESTING Schedule			

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End of Year Meeting-TBD	-Set up ILT structure for next school year with block scheduling schedule and identify team members		
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September 2025 – May 2026

Date of ILT	Outcome	Materials	Follow-Up
9/2/2025	Analyze Spring 2025 data (LEAP, ACT, MRA, SPS) and finalize 2025–26 SAP priorities	SAP, data reports, calendar, laptops/projector	SAP goals shared with staff and PLC leads
9/16/2025	Review block scheduling expectations and student engagement look-fors; align to learning walk tool	Engagement matrix, learning walk tool	Expectations communicated at faculty meeting
9/30/2025	Calibrate instructional expectations across content areas	Sample lesson plans, pacing guides	Feedback provided to department leads
10/14/2025	Learning Walk #1 – Focus on student engagement and time-on-task	Learning walk tool, Chromebooks	Data compiled and summarized
10/28/2025	Analyze learning walk data and identify instructional trends	Learning walk data, charts	Targeted PD planned
11/11/2025	Plan PD support for Biology and English II based on data	Curriculum resources, pacing tools	Redelivery planned in PLCs
12/2/2025	Learning Walk #2 – Engagement and instructional pacing	Learning walk tool	Data compared to Learning Walk #1
12/16/2025	Review progress and plan January PD and intervention adjustments	Data summaries, PD outline	January PD finalized
1/6/2026	Analyze student work for engagement and rigor (midyear review)	Student work samples, rubrics	Instructional supports adjusted
1/20/2026	Review intervention effectiveness for lowest 25% of students	Intervention and attendance data	Intervention plans refined
2/3/2026	Learning Walk #3 – Student ownership and engagement	Learning walk tool	Results shared with staff
2/17/2026	Evaluate block scheduling impact on engagement and achievement	Teacher feedback, survey data	Adjust expectations as needed

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3/3/2026	Plan LEAP and ACT instructional supports	Testing schedules, support plans	Communication sent to staff
3/17/2026	Review student readiness and finalize testing supports	Data dashboards	Testing logistics finalized
4/7/2026	Monitor testing implementation and student support	Testing schedules	Immediate needs addressed
4/28/2026	Review preliminary achievement trends and SPS projections	Data summaries	Begin planning 2026–27 priorities
5/5/2026	End-of-year reflection on engagement, block scheduling, and leadership impact	SAP, reflection tools	Draft 2026–27 ILT focus
End of Year (TBD)	Establish ILT structure and goals for 2026–27		

LONG-TERM SCHOOLWIDE GOAL (LAG MEASURE) - SCHOOL'S ACADEMIC WIG

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
 - *Is the goal relevant? Does it align with the school needs assessment?*
 - *Is the goal measurable? How will you progress monitor?*
 - *Is the goal reasonable and achievable? Can it be met? Do you have a plan to meet it?*
 - *What new learning and/or support is needed to meet the goal?*

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Schoolwide Goal

From Fall 2024 to Fall 2027, Covington High School will increase the SPS from 77.6 to 80.6 or 1 point each year (total of 3 points) through a focus on supporting teachers with implementing student engagement structures in all courses.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
77.6 B	78.6	79.6	80.6
	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS

Assessment Index (AI)

- What is your current AI in –
 - ELA? 69
 - Math? 55.9
 - Science? 58.9
 - Social Studies? 57.5
 - Overall? 61.2

- Where are the opportunities for growth?
 - There are opportunities to work toward increasing all subject areas assessment index with Math being a priority. In math and English, common assessments, purposeful planning, scheduled PLC meetings are expectations that have been established for this school year.
 - The ILT/school wide goal is focusing on increasing student engagement with the desired results of increasing student achievement.

Progress Index (PI)

- What is your current PI in –
 - ELA? 44.3
 - Math? 30.6
 - Overall? 37.45

- Where are the opportunities for growth?
 - There are 178 students who scored Basic in English and 204 students who scored Basic in Math. There is potential to make sure we adjust instruction to pull more students from the high basic level into the proficient levels through small group instruction and in class interventions.
 - Teachers can utilize data to identify students at the beginning of the school year using last year’s LEAP data.
 - In math and English, common assessments, purposeful planning, and regular PLC meetings are expectations that have been established for this school year.

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	<p>-The ILT/school wide goal is focusing on increasing student engagement with the desired results of increasing student achievement.</p>
<p>Interests and Opportunities (I/O)</p> <ul style="list-style-type: none"> ● What is your current I/O? 145.6 ● Where are there opportunities for growth? <p>-3 out of 4 indicators chosen for Interest and Opportunities have acquired maximum points. The 4th indicator is based on number of seniors who have an art credit which yielded an 88.1% score. If another indicator is offered that could possibly yield a higher score it will be chosen.</p>	<p>DCAI (Jr. Highs ONLY)</p> <ul style="list-style-type: none"> ● What is your current DCAI? ● Where are there opportunities for growth?
<p>ACT Index (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current ACT index? 57.7 ● ACT Composite: 18.7 ● Where are there opportunities for growth? <p>-This is a 3.7 point increase from the previous school year and are due to the following: monitor of student ACT scores and ensuring seniors retest, setting up a reward system for performance on ACT, analyzing data of students with missing scores. In addition, the LEAP schedule was modified from years previous to prevent over testing and burn out and an ACT schoolwide bootcamp was developed by teachers within our school. The school's ACT committee was also committed and pivotal in the ACT action plan.</p> <p>-Future opportunities: The ACT bootcamp will be reviewed and revised for use again this year. Feedback is being acquired on the</p>	<p>Strength of Diploma Index (SOD) (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current SOD? <p>How many students/What percent earned-</p> <ul style="list-style-type: none"> ○ 160? ○ 150? 6.4% ○ 115? ○ 110? 45.6% ○ 100? 15.5% ● Where are there opportunities for growth? <p>-Tracking of student's credentials and ensuring opportunities to retest</p> <p>-Carpentry sections have been added this year to help build this program and provide another avenue for students to earn credentials</p>

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<p>new LEAP schedule used last year to see if it did in deed help to prevent burn out.</p> <p>-Professional development for teachers on the ACT and how to better embed ACT instruction into their current curriculum could help to support science and math portions of the ACT.</p> <p>-The English III department will be creating common assessments to help support English and reading components of the ACT where data will be used to determine additional support needed.</p>	<p>-Another CTE teacher is needed in Digital Media based on over 180 students having to be scheduled into another elective that may not offer a credential; an Auto-Tech teacher is needed to fill the current vacancy</p>
<p>Graduation Rate (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate? 71.9% ● Where are there opportunities for growth? <p>-A major oppportunity that began last school and year is ensuring school codes are being used correctly with proper documentation to support students who transfer to other schools to lessen the amount of students who negatively impact our grad rate.</p> <p>-With a school focus on student engagement, the hope is to have students feel more engaged to increase the likeliness to stay in school and graduate.</p> <p>-Our Individual Graduation Plan committee is also focused on helping to support students with their post secondary plans and has also enacted a weekly homeroom as a platform to reflect and make goals for the future as well as strengthen school culture and belonging.</p>	<p>Graduation Rate Index (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate index?
<p>2025-26 Components of SPS</p>	

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Achieve Index (AI)

- What is your current AI in –
 - ELA? 69
 - Math? 55.9
 - Science? 58.9
 - Social Studies? 57.5
 - Overall? 61.2
- Where are there opportunities for growth?
- Math represents the greatest opportunity for growth, particularly in Algebra I and Geometry, where increased proficiency would have a significant impact on the overall Achieve Index
- Science (Biology) is a priority area due to recent declines in proficiency and assessment index scores, indicating a need for improved instructional planning, pacing, and curriculum fidelity
- English II performance presents an opportunity to strengthen ELA outcomes through consistent use of common assessments, targeted instructional strategies, and analysis of student work.
- Social Studies growth can be sustained and improved by continuing effective instructional practices already in place, particularly in U.S. History.
- Across all content areas, increasing student engagement, purposeful planning, and use of data in PLCs presents an opportunity to move more students from the high-Basic level into proficiency, positively impacting the overall Achieve Index.

Growth Index (GI)

- What is your current GI in –
 - ELA? 44.3
 - Math? 30.6
 - Lowest 25% in ELA? Data indicate moderate growth with significant potential to accelerate students performing at the high-Basic level into proficiency.
 - Lowest 25% in Math? Growth remains limited, indicating a need for targeted intervention and instructional adjustments.
 - ELL population? Growth trends show progress, particularly in math and English, though continued targeted language supports are needed.
 - Overall? 37.45
- Where are there opportunities for growth?
- The lowest 25% of students in ELA and math represent the strongest opportunity for increasing the Growth Index through early identification, small-group instruction, and progress monitoring.
- Math growth remains a priority area, particularly for students performing below Basic, where targeted intervention can result in higher growth scores.
- ELA growth can be improved by intentionally moving students from high-Basic to proficiency through focused instructional strategies and analysis of student work.
- Continued emphasis on data-driven instruction in PLCs, including the use of common assessments and student growth tracking, will support instructional adjustments.

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	<ul style="list-style-type: none"> English Learners will benefit from sustained language scaffolds and content-integrated literacy strategies to accelerate growth across content areas.
<p>Thrive Index (TI) (High Schools ONLY)</p> <ul style="list-style-type: none"> What is your current overall TI? Data indicate moderate performance across Thrive indicators, with strengths in student participation in college and career readiness activities and opportunities for growth in increasing access and completion rates for accelerators. Where are there opportunities for growth Increasing student participation and completion of college and career accelerators, including University and Career Accelerator pathways. Expanding access to industry-based credentials (IBCs) and ensuring students have opportunities to retest when needed. Strengthening tracking systems for student progress toward Thrive indicators to ensure students are identified early and supported. Increasing ACT readiness benchmarks, particularly for students nearing college-ready thresholds. Enhancing student advising and goal-setting, especially for juniors and seniors, to align coursework, credentials, and postsecondary plans. 	<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? 39.38 SAT of 1040? CLT of 67? WorkKeys Gold? 8% ASVAB (AFQT) of 59%? Overall? 39.38%, based on students meeting the ACT college readiness benchmark or earning a Gold/Platinum WorkKeys credential. Where are there opportunities for growth? Increasing the percentage of students scoring 20 or higher on the ACT, particularly those scoring in the 18–19 range. Expanding college-readiness supports for TOPS University pathway students to sustain and increase current success rates. Strengthening WorkKeys preparation and retesting opportunities to increase Gold and Platinum credential attainment. Increasing student participation in alternate nationally recognized assessments (SAT, CLT, ASVAB) to provide multiple readiness pathways.

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<ul style="list-style-type: none"> Continuing to align CTE offerings and staffing to student demand to maximize Thrive opportunities. 	<ul style="list-style-type: none"> Improving early identification and tracking of students nearing readiness benchmarks to provide targeted academic and test-prep support. Embedding college and career readiness skills within core content instruction across all grade levels
<p>University Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> What is your current overall percentage? 19.94% of students are currently meeting the University Accelerator indicator <i>(71 of 356 students in the Class of 2026)</i> Where are there opportunities for growth? <ul style="list-style-type: none"> Increasing the number of students who meet college readiness benchmarks, particularly ACT scores of 20 or higher. Expanding access to and successful completion of advanced coursework aligned to University Accelerator requirements. Strengthening early identification and tracking of students who are close to meeting University Accelerator benchmarks to provide targeted academic support. Improving academic advising and goal-setting, especially for students on the TOPS University pathway, to ensure coursework and assessments align to postsecondary goals. Embedding college readiness skills across core content areas to support sustained growth in University Accelerator attainment. 	<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>Career Accelerator criteria require the completion of a qualifying credential plus an aligned internship, apprenticeship, or certificate. While students are earning components of this indicator, full completion has not yet been met</p> <ul style="list-style-type: none"> Strengthening credential tracking systems to ensure students who earn IBCs are intentionally connected to internships, apprenticeships, or aligned work-based learning experiences. Expanding partnerships with local businesses and industry partners to increase access to internships and apprenticeship opportunities.

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	<ul style="list-style-type: none"> • Improving intentional scheduling and advising to ensure students enrolled in CTE pathways are on track to complete all Career Accelerator components. • Increasing Work-Based Learning opportunities, including job shadowing, internships, and cooperative education experiences aligned to high-wage, high-demand industries. • Aligning CTE staffing and course offerings to student demand to reduce barriers to credential completion. • Providing targeted support and retesting opportunities for students pursuing industry-based credentials to increase completion rates.
<p>Service Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> • What is your current overall percentage? How many students/What percent have- <ul style="list-style-type: none"> ○ Signed military acceptance letter? ○ Service Academy acceptance? • Where are there opportunities for growth? <p>Service Accelerator requires documented proof of a signed military enlistment contract or acceptance to a U.S. Service Academy. These outcomes typically occur later in the senior year.</p> <ul style="list-style-type: none"> • Increasing student awareness of military service pathways, including enlistment options and Service Academy opportunities. • Strengthening partnerships with military recruiters to provide informational sessions and individualized student support. 	<p>Graduation Rate (High Schools ONLY)</p> <ul style="list-style-type: none"> • What is your current grad rate? 71.9 • Where are there opportunities for growth? • Improving the accurate use of transfer and exit codes, with proper documentation, to ensure students who legitimately transfer do not negatively impact the graduation rate. • Strengthening early identification of at-risk students, particularly those with attendance issues, course failures, or credit deficiencies. • Increasing student engagement and sense of belonging, which research and school data indicate directly impact persistence and graduation.

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- Improving early identification and advising for students interested in military service to ensure timelines and requirements are clearly understood.
- Ensuring documentation processes are in place to accurately capture signed enlistment contracts and Service Academy acceptances as they occur.
- Embedding career and service pathway conversations within counseling sessions and postsecondary planning activities.

- Expanding the use of Individual Graduation Plans (IGPs) to monitor student progress and provide targeted academic and counseling supports.
- Leveraging weekly homeroom and advisory structures to support goal-setting, progress monitoring, and postsecondary planning.
- Continuing collaboration among counselors, administrators, and teachers to monitor cohort progress and intervene earlier when concerns arise.

PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

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

- Priority Goal #1 (Culture) – Student Empowerment
- Priority Goal #2 (Academics) – Math (Algebra I/Geometry)
- Priority Goal #3 (Academics) - Biology

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:

- Counseling parent nights for each grade level (Fall)
- Weekly Lion Lagniappe robotexts to keep parents informed
- Parent focus group and family surveys (MRA, etc)
- Block Scheduling Parent Meeting
- Scheduling Night Open House (Spring)

2025-26:

- Counseling parent nights for each grade level (Fall)
- Weekly Lion Lagniappe robotexts to keep parents informed
- Parent focus group and family surveys (MRA, etc)
- Block Scheduling Parent Meeting

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-Scheduling Night Open House (Spring)

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:

2025-26:

2026-27:

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

2024-25:

- Counseling parent nights for each grade level
- Weekly Lion Lagniappe robotexts to keep parents informed
- PTO website
- Freshman Academy
- Failure and absence notification texts
- Block Scheduling Parent Meeting

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-Scheduling Night Open House (Spring)

2025-26:

-Counseling parent nights for each grade level

-Weekly Lion Lagniappe robotexts to keep parents informed

-PTO website

-Freshman Academy

-Failure and absence notification texts

-Block Scheduling Parent Meeting

-Scheduling Night Open House (Spring)

2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25:

-Fall, Future Focus Night

-Spring, Cub Day

-Feeder school visits from the counselors

-Scheduling Week

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- Block Scheduling Parent Meeting
- Scheduling Night Open House (Spring)

2025-26:

- Fall, Future Focus Night
- Spring, Cub Day
- Feeder school visits from the counselors
- Scheduling Week
- Block Scheduling Parent Meeting
- Scheduling Night Open House (Spring)

2026-27:

FISCAL PLANNING

Budgets used to support these priority areas

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

DISTRICT ASSURANCES

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

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date

REFLECTIONS

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

Parent and Family Engagement Reflection:

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

Event Name:

Date/Time:

Targeted Priority Area:

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Year 1 Reflections:

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

Year 2 Reflections:

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

Year 3 Reflections:

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