

2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

Lakeshore High School



This school-wide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all at-risk student groups as well an examination of student, teacher, and school strengths and weaknesses.*
- *Be sure to include both quantitative and qualitative data in your analyses.*
- *AI=Assessment Index*
- [Data Analysis Guiding Questions](#)

STRENGTHS

WEAKNESSES

2024-25

STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025, ACT, WORKKEYS, IBCS, GRAD RATE, ETC.

All Students

- | | |
|--|---|
| <ul style="list-style-type: none"> ● The English II LEAP 2025 % proficient increased 7.6 points. The Assessment Index increased 13 points. ● The algebra I LEAP 2025 Assessment Index increased 12.3 points. ● The geometry LEAP 2025 % proficient increased 1.6 points, and the assessment index increased 0.3 points. ● The LEAP 2025 Assessment Index increased 5.9 points from 2023 to 2024. ● ACT/WorkKeys Index increased <ul style="list-style-type: none"> ○ ACT Science (March testers only) increased: 20.9 (2023) to 21.1 (2024) | <ul style="list-style-type: none"> ● ACT composite (March testers only) decreased: 20.8 (2023) to 20.5 (2024) <ul style="list-style-type: none"> ○ ACT English decreased: 20.5 (2023) to 20 (2024) ○ ACT Math decreased: 20.3 (2023) to 19.7 (2024) ○ ACT Reading decreased: 20.9 (2023) to 20.5 (2024) ● The English I LEAP 2025 % proficient decreased 3.7 points, and the assessment index decreased 3.3 points. ● The algebra I LEAP 2025 % proficient decreased 1.3 points. ● The US History LEAP 2025 % proficient decreased 0.5 points, and the Assessment Index decreased 1.8 points. |
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	● The following substrands show our weaknesses in each subject area: ○ English I/English II - Vocabulary ○ Algebra I/Geometry - Modeling and Application ○ Biology - Investigate ○ US History - Isolationism through Great War
At-Risk Student Groups (SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)	
● For our SWE subgroup, the Assessment Index for algebra I/geometry increased from 22.5 points (2023) to 38.6 points(2024) for a 16.1 increase. ● For our Hispanic subgroup, the Assessment Index for algebra I/geometry increased from 60.7 points (2023) to 67.9 points(2024) for a 7.2 increase. ● For our Black subgroup, the Assessment Index for algebra I/geometry increased from 43.8 points (2023) to 51.1 points(2024) for a 7.3 increase. ● For our Economically Disadvantaged subgroup, the Assessment Index for algebra I/geometry increased from 47 points (2023) to 58.3 points(2024) for a 11.3 increase. ● For our Black subgroup, the Assessment Index for English I/English II increased from 56.9 points (2023) to 73.4 points(2024) for a 16.5 increase. ● For our Economically Disadvantaged subgroup, the Assessment Index for algebra I/geometry increased from 62.1 points (2023) to 66 points(2024) for a 3.9 increase. ● For our Hispanic subgroup, the Assessment Index for US history increased from 83 points (2023) to 97.9 points(2024) for a 14.9 increase.	● For our SWE subgroup, the Assessment Index for English I/English II decreased from 44.8 points (2023) to 44.3 points(2024) for a 0.5 decrease. ● For our Hispanic subgroup, the Assessment Index for English I/English II decreased from 69.1 points (2023) to 66.4 points(2024) for a 2.7 decrease. ● For our Black subgroup, the Assessment Index for US history decreased from 72.5 points (2023) to 67.1 points(2024) for a 5.4 decrease. ● For our SWE subgroup, the Assessment Index for US history decreased from 55.3 points (2023) to 32.1 points(2024) for a 23.2 decrease. ● For our Economically Disadvantaged subgroup, the Assessment Index for US history decreased from 83.7 points (2023) to 73.5 points(2024) for a 10.2 decrease.

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- For our English Learner subgroup, the Assessment Index for US history increased from 53.3 points (2023) to 80 points(2024) for a 26.7 increase.

SCHOOL CULTURE DATA - MRA

(Discipline data must be included as well as the identified recommendations in the MRA report)

MRA DATA

- The overall MRS score increased from 68% to 73%.
- All categories of the MRS increased from the previous year. Leadership increased from 70% to 74% with student leadership and staff leadership scoring the highest with 76%. Culture increased from 67% to 73% with supportive staff environment scoring the highest with 76%. Academics increased from 68% to 74% with empowering learners scoring the highest at 77%.
- Under Leadership, Positive Wellbeing was the highest scoring sub-category at 79% for students; Personal Effectiveness was the highest scoring at 80% and School & Family Partnerships was the highest scoring at 73%.
- Under Culture, School Climate was the highest scoring sub-category at 76% for students and Staff Voice was the highest scoring at 78%.
- Under Academics, Empowered Learners under Social Support scored the highest at 79% with Goal Achievement under School Goals scored 78%.

Discipline Data

- Out of School Suspensions decreased from 182 (2022-2023) to 143 (2023-2024).
- Black student total suspensions decreased from 95 (2022-2023) to 62 (2023-2024).

Attendance

- Absences decreased by 1,476 from 22-23 to 23-24.

MRA DATA

- In 2024 the number of participants in the MRA decreased. Only 159 students, 57 staff and 63 families participated in the survey.
- Of the categories Family & Community Engagement scored the lowest at 70% in Leadership; supportive student environment scored the lowest at 70% in Culture and Empowering teachers scored the lowest in Academics.
- Under Leadership, Self-Advocacy was the lowest scoring sub-category at 73% for students; Interpersonal Effectiveness was the lowest scoring at 72% and Family Engagement was the lowest scoring at 66%.
- Under Culture, Trusting Relationships was the lowest scoring sub-category at 66% for students and Collective Efficacy was the lowest scoring at 74%.
- Under Academics, Group Collaboration under Life-Readiness scored the lowest at 70% and Student-led Practices and Student Goal Support was next lowest at 71%.

Discipline Data

- Expulsions to Alternative Setting increased from 23 (2022-2023) to 37 (2023-2024).
- The number of tardies issued in 2023-2024 was 1,680.

Attendance

- The total number of full-day absences in 2023-2024 was 6,459.

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

English - Vocabulary (9-11)
Math - Modeling and Application (9, 10); Statistics and Probability (11)
Science - Investigate (9-11)
Social Studies - Multiple Choice/Constructed Response

SWE population
Bottom 25% of 9th - 11th (150 students)
12th - WorkKeys (40 students); ACT (11) strategic scheduling

- Instructional Leadership
 - Instructional Focus - Plans and prioritizes his/her schedule in order to engage in instructional leadership activities focused on teaching and learning.

LEADERSHIP TEAM LONG-RANGE PLAN

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

Fall Semester

Date of ILT	Outcome	Materials	Follow-Up
Week 1 9/18/2024	Set norms and purpose of the ILT. Discussed the importance of the Student Advancement Plan.	SAP Template SPS Data for LEAP, ACT. Workkeys	
Week 2 10/2/2024	Identified strengths and weaknesses from MRA results, LEAP workkeys, IBCs, and grad rate data.	LIM Website and MRA Data Reports, SPS Data.	
Week 3 10/16/2024	Analyze District Checkpoint Data (English, Math, & Science) and look for ahhas that can be highlighted in PLCS; Practice ACT Data	Illuminate, Chromebooks	Analyze Data in PLCs; Continue to work on walkthroughs
Week 4 10/30/2024	Analyze walkthrough data; Determine areas of needed focus for strategies of effective teaching determined by walkthroughs; Analyze discipline data for 1Q	Walkthrough Data by groups in Google Classrooms	Begin next set of walk-throughs with new determined group;
Week 5 11/13/2024	AP shared success criteria presentation to teachers and teachers began writing success criteria for their current lessons	Guaranteed Curriculum	Coaches and administration conducted walkthroughs to monitor the use of success criteria in the classroom
Week 6 12/04/2024	Analyze District Checkpoint Data (Government) and look for ahhas that can be highlighted in PLCS	Illuminate, Chromebooks	Analyze Data in PLCs;

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Week 7 12/18/2024	First semester reflection within PLC. Teachers identify successes and areas of improvement		
Week 8 01/08/2025	Analyze District Checkpoint Data and look for ahhas that can be highlighted in PLCS	Illuminate, Chromebooks	Analyze Data in PLCs;
Week 9 01/22/2025	Analyze discipline data for 2Q		
Week 10 02/05/2025	Analyze Practice ACT data and look for ahhas that can be highlighted in PLCS	Illuminate, Chromebooks	Analyze Data in PLCs;
Week 11 02/19/2025	ILT meeting to discuss scheduling calendar and master schedule audit after projections meeting		
Week 12 03/12/2025	Analyze District Checkpoint Data/LEAP 360 data (Government, English, Physical Science, Geom) and look for ahhas that can be highlighted in PLCS	Illuminate, Chromebooks	Analyze Data in PLCs;
Week 13 03/26/2025	Review discipline data as the 3rd nine weeks closes out	Jpams/Data	Analyze Data in ILT
Week 14 04/09/2025	LEAP, AP, Testing meeting and ACT reflection		
Week 15 04/30/2025	End of the year discipline data meeting within ILT and attendance audit and reflection		
Week 16	End of the year reflection		

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05/14/2025			

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, Lakeshore High School will increase the SPS from 98.6 to 102.6 (**4 points**) through a focus on using student work to drive instructional decisions.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
	+ 1.5	+1.5	+1
98.6 A	Met Goal? Yes (100.1)	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS

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Assessment Index (AI) - What is your current AI in – - ELA? 89.8 - Math? 76.6 - Science? 48.9 - Social Studies? 89.1 - Overall? 84.6 - Where are there opportunities for growth?	Progress Index (PI) - What is your current PI in – - ELA? 46% - Math? 54% - Overall? 95% - Where are there opportunities for growth? -ESL -Middle 40%
Interests and Opportunities (I/O) - What is your current I/O? 149/150 - Where are there opportunities for growth? Indicator 4 (36.5/37)	
ACT Index (High Schools ONLY) - What is your current ACT index? March testers only: 65.7 - Where are there opportunities for growth? English percent at/above benchmark ACT English, Math, Reading composites	Strength of Diploma Index (SOD) (High Schools ONLY) - What is your current SOD? 109.1 How many students/What percent earned- 160? 23 150? 40 115? 13 110? 52 100? 44 - Where are there opportunities for growth? - More advanced certifications

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	- Growing the number of students with paid internship
Graduation Rate (High Schools ONLY) - What is your current grad rate? 83.9 - Where are there opportunities for growth? - Correctly coding students when they exit	Graduation Rate Index (High Schools ONLY) What is your current grad rate index? 93.2
Service Accelerator (High Schools ONLY) - What is your current overall percentage? 4.5% How many students/What percent have- - Signed military acceptance letter? 4.5% - Service Academy acceptance? 4.5% - Where are there opportunities for growth? - Grow ROTC program - Increase student knowledge of military opportunities	

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) – Academic Self-Efficacy
- Priority Goal #2 (Academics) – English I and II LEAP
- Priority Goal #3 (Academics) – Algebra I and Geometry LEAP

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Lakeshore High School will increase the MRA sub-measure Student-Led Practices from 71 to 85.

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2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
71	75	81	80	102	85	
	Met Goal? Yes		Met Goal? Yes		Met Goal? Y N	

How are we going to get there?

- Clearly communicating the goal to all stakeholders.
- Instruct teachers on facilitation of student-led practices.
(<https://blog.wakelet.com/empowering-students-the-key-to-student-ownership-of-learning>)
- Model student-led practices with teachers through PLC.
- Lessons through Leader in Me during TAP focusing on the importance of being active in your own learning .

Professional Development Offered
PLC, January PD day, Beginning of the year PD

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?

- Teachers and students will complete the MRA survey, and the sub-measure will increase from 71 to 75.
- ILT and other staff will participate in on-going walk-throughs where student-led practices will be recorded and discussed during ILT.
- Students should be taking an active role in their learning by having students discover information independently.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Goal 1	0	30%	33% (4/12)	40%	58%(7/12)	50%	66%

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MRA Results							8/12
			Met Goal? Yes		Met Goal? Yes		Met Goal? Yes

Quarter 1 Reflection –

We look forward to working with our staff to increase their implementation of student-led practices in the daily lessons of the classroom. We do believe that increasing student-led practices will better prepare our students for critical thinking questions on assessments.

Quarter 2 Reflection –

During PLCs teachers have discussed and reflected on their meaningful/effective feedback in their classrooms. During walk-throughs, many teachers have implemented strategies discussed in PLC involving student-led practices. Mrs. Gerald's students lead weekly discussions about cold read answers and word parts. Ms. Zimmerman's students led a discussion/explanation of the most missed questions from the spring practice ACT.

Quarter 3 Reflection –

Lakeshore High School is satisfied with the results of teachers implementing success criteria and student-led practices in the classroom. Teachers consistently used clear success criteria to guide instruction, which helped students better understand learning goals and expectations. As a result, students demonstrated increased ownership of their learning and were more engaged in monitoring their progress toward mastery.

End of year Reflection –

The use of student-led practices further strengthened classroom culture by promoting voice, choice, and accountability. Students were more confident in discussing their learning, reflecting on their progress, and setting goals for improvement. Overall, these practices contributed to a more purposeful learning environment and supported both academic growth and student agency across classrooms.

Priority Area #2 Goal

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From Fall 2024 to Fall 2027, Lakeshore High School will increase the percent proficiency in English I from 57.7% to 70%, English II from 68.1% to 80%, SWE from 13% to 20%, and EL from 0% to 10% through a focus on vocabulary.

	2024 ELA Percent Proficient (Baseline)	2025 ELA Percent Proficient	2026 ELA Percent Proficient	2027 ELA Percent Proficient
All Students	ENG I - 57.7% ENG II - 68.1%	ENG I - 61% ENG II - 72%	ENG I - 65% ENG II - 76%	ENG I - 70% ENG II - 80%
		Met Goal? Met Goal for English I (63.4%) Did not meet Goal for English II (63.6)	Met Goal? Y N	Met Goal? Y N
SWE	13% (6/44)	15%	18%	20%
		Met Goal? Yes (24%)	Met Goal? Y N	Met Goal? Y N
EL	0% (0/10)	3%	7%	10%
		Met Goal? No (0%)	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?		40.2		
		Met Goal? 40.2 is baseline data	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?		45.6		
		Met Goal? 45.6 is baseline data	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

Targeted Instruction

District Checkpoints/LEAP 360

Intentional Remediation

Student work analysis in PLC

Professional Development Offered

District-Wide PDs

PLC

Instructional Coaching

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?

- Teachers use data from District Checkpoints and LEAP 360 to drive instruction.
- Teachers incorporate vocabulary strategies into daily lessons.
- Ensuring teachers are following Tier 1 curriculum with fidelity.
- Students are producing work that shows they are mastering the ELA standards.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
2 District Checkpoints	ENG I - 0% ENG II - 0%	35% 50%	38.6% 79%	45% 80%	16.3% 68.6%	55% 80%	
			Met Goal? Yes		Met Goal? No		Met in English I Did not meet English II

Quarter 1 Reflection –

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For English I we are on track for meeting our EOY Goal. We will continue to work with teachers and communicate goals to students. For English II we may have to revisit and increase our EOY goal as we have already met our targeted goal. We will reassess after the next checkpoint.

Quarter 2 Reflection –

Although our English I and II results did not meet our goals of percentage mastered on the District Checkpoint 2, we are pleased with the progress our teachers and students are making. English I and II teachers have analyzed the checkpoint data, and are using that information to remediate/drive instruction for the remainder of the year.

Although ACT is not listed as one of our goals in the SAP, we are thoroughly pleased with the progress that our students are making on the Practice ACT results. We are excited to see their ACT scores in March.

Quarter 3 Reflection –

The high school successfully met its English I goal, reflecting strong instructional alignment, effective use of curriculum resources, and targeted support for ninth-grade students. Teachers implemented consistent instructional strategies, monitored student progress closely, and provided timely interventions, which resulted in improved student performance and goal attainment.

However, the school did not meet its English II goal. Analysis of student performance data indicates that students struggled with higher-level reading comprehension, written analysis, and application of complex texts. In addition, inconsistent implementation of instructional strategies and limited opportunities for sustained writing and feedback impacted student outcomes.

End of year Reflection –

To improve English II results, the school will take several targeted actions. Teachers will engage in focused professional learning centered on rigorous text analysis, writing across genres, and scaffolding for diverse learners. The department will strengthen data-driven instruction by regularly reviewing formative assessment results and adjusting instruction accordingly. Additionally, increased collaboration during PLCs will be used to align pacing, share effective strategies, and develop common assessments. Targeted student supports, including tutoring, intervention blocks, and explicit instruction in academic writing, will also be implemented to ensure students receive the support needed to meet proficiency expectations.

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Priority Area #3 Goal

From Fall 2024 to Fall 2027, Lakeshore High School will increase the percent proficiency in Algebra I from 51.3% to 70%, geometry from 50.3 to 70%, in SWE from 16% to 25% and in EL from 0% to 10% through a focus on Modeling and Application.

	2024 Math Growth Percent (Baseline)	2025 Math Growth Percent	2026 Math Growth Percent	2027 Math Growth Percent
All Students	ALG I - 51.3% GEOM - 50.3%	ALG I - 57% GEOM - 57%	ALG I - 64% GEOM - 64%	ALG I - 70% GEOM - 70%
		Met Goal? Yes - Alg I (57.5%) No- Geom (55.8%)	Met Goal? Y N	Met Goal? Y N
SWE	16% (7/43)	19%	22%	25%
		Met Goal? Yes (21%)	Met Goal? Y N	Met Goal? Y N
EL	0% (0/7)	3%	7%	10%
		Met Goal? Yes (17%)	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?		40.2%		
		Baseline Data	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?		45.6%		
		Baseline Data	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

Targeted Instruction

District Checkpoints/LEAP 360

Intentional Remediation

Student work analysis in PLC

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?

- Teachers use data from District Checkpoints and LEAP 360 to drive instruction.
- Teachers incorporate Modeling and Application into daily lessons and assessments.
- Ensuring teachers are following Tier 1 curriculum with fidelity.
- Students are producing work that shows they are mastering the MATH standards.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
3	ALG I - 7.9% (2023) GEOM - 16.9% (2023)	15% 25%	19.8% 33.5%	35% 40%	23.2% 29.4%	50% 50%	
			Met Goal? Yes		Met Goal? No		Met Goal? Yes Alg: 57.5% Geom: 55.8%

Quarter 1 Reflection –

According to last year's check point data we have made some improvements from the 1st Quarter. We met our goal and are on track to meeting or exceeding our EOY goal.

Quarter 2 Reflection –

Driven by discussions in PLC, Modeling and Application practice has begun in our Algebra I and Geometry classes. Student work on the Modeling and Application practice will be cross-graded and analyzed by their Math teacher. Teachers of both courses are using District Checkpoint 1 and 2 results to drive their remediation and future instruction.

Although ACT is not listed as one of our goals in the SAP, we are thoroughly pleased with the progress that our students are making on the Practice ACT results. We are excited to see their ACT scores in March.

Quarter 3 Reflection –

The high school successfully met its goals in both Geometry and Algebra I through intentional planning, consistent instructional practices, and targeted student supports. Teachers aligned instruction closely to state standards and learning objectives, ensuring that students clearly understood expectations and success criteria. Frequent use of formative assessments allowed teachers to monitor student progress and adjust instruction in real time to address gaps in understanding.

End of year Reflection –

Collaboration among math teachers played a key role in achieving these goals. Through regular PLC meetings, teachers analyzed data, shared effective instructional strategies, and developed common assessments to maintain consistency across classrooms. The use of structured interventions, such as small-group instruction, tutoring opportunities, and targeted remediation, provided additional support for students who needed it.

Additionally, student-centered practices—such as goal setting, math discourse, and problem-solving opportunities—helped increase engagement and build conceptual understanding. As a result of these combined efforts, student achievement in Geometry and Algebra I improved, and the school successfully met its academic goals in both courses.

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?

Freshman Academy

TAP: At-Risk 9th graders attend TAP (Titan Advisory Period) with the Freshman Academy Teacher in the content area of struggle.

Pullouts in Co-teaching rooms

Reading Intervention

ESL Teacher pushing in to classrooms with ESL students

Interactive Supports in English Curriculum

Adaptive Practice in Math