

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			
Based on the 2024 LEAP ELA data, 7 th grade Assessment Index score increased by 9.4 points, this is a 3.7% increase in overall proficiency (mastery and advance). 8 th grade ELA Assessment Index score increased by 8.4 points, which is a 8.7% increase in overall proficiency. Algebra I Assessment Index score increased by 15.7 points, this is a 2.3% increase in overall proficiency.		Based on the 2024 LEAP Math data, 7 th grade Assessment Index score dropped by 2.7 points, which is a 5% decrease in overall proficiency. 7 th grade Science Assessment Index score decreased by 5.7 points, which is a 8.7% decrease in proficiency. 8 th grade Science Assessment Index score decreased by 2.3 points, which is a 5.4% decrease in proficiency.	
At-Risk Student Groups (SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)			
Based on the 2024 LEAP ELA data, Black or African American students showed Assessment Index growth of 11.7 points in ELA, 4 points in Math and 1.5 points in Science when compared to the 2023 LEAP scores. Students with Exceptionalities showed Assessment Index growth of 2.7 points in ELA.		Based on 2024 LEAP ELA scores, English Learners dropped 13.3 Assessment Index points (in comparison to the Whole School increase of 8.7 points). English Learners dropped 16.8 points in Math (in comparison to the Whole School decrease of .9). This group dropped 13.3 points in Science (in comparison to the Whole School decrease of 3.9).	
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)			
In the Measurable Results Assessment (MRA), the Empowered Learners category showed 12 points growth. This category includes Social Supports for Students, and describes students as having one or more teachers who provide them with the encouragement and support they need to lead their learning.		In the Measurable Results Assessment, the Supportive Environment for Staff category showed a 7 point drop in Staff Voice. This category describes staff members finding their work meaningful and feeling valued, respected, and supported with opportunities to use their strengths, to connect with their passions, and to grow in their role.	

St. Tammany Parish 2024-2027

2025-26

STUDENT ACHIEVEMENT DATA

All Students

Based on the 2025 LEAP data Science Assessment Index increase by 1.0 points (58.2 to 59.2 points) from 2024.
Based on the 2025 LEAP data Social Studies Assessment Index increased 3.8 points (53.8 to 57.6 points) from 2023. (No scores for Social Studies in 2024).
Based on the 2025 LEAP data 7th grade increased the number of students proficient in ELA by 2.4 points, in math by 2.6 points, and in science by 3.1 points from 2024.
Based on the 2025 LEAP data 8th grade increased the number of student proficient in math by 1.5 points from 2024.

Based on the 2025 LEAP data 8th decreased the number of student proficient in ELA by 10.6 points, in science by 3.3 points and in Algebra 1 by 3.2 points from 2024.

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)

Based on the 2025 LEAP data Hispanic/Latino students showed Assessment Index growth in ELA from 64.9 points to 68.6 points, in science from 48.7 points to 52.4 points.
Based on the 2025 LEAP data SWE students showed growth Assessment Index growth in Math from 17.3 points to 18.7 points, in science from 28.3 points to 33.6 points.

Based on the 2025 LEAP data Hispanic/Latino students showed a decrease in Assessment Index in math from 45.7 points to 38.5 points.
Based on the 2025 LEAP data SWE students showed a decrease in Assessment Index in ELA from 30.7 points to 29.6 points.

SCHOOL CULTURE DATA - MRA

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

In the Measurable Results Assessment (MRA), Supporting Environment for staff increased by 2% (72% to 74%) and Empowering Teachers increased by 3% (70% to 73%). Under student leadership in the area of interpersonal development there was an increase of 3% (74% to 77%).

In the In the Measurable Results Assessment (MRA), in Staff Leadership there was a decrease of 3% (75% to 72%) in the area of Interpersonal Effectiveness.

2026-27

STUDENT ACHIEVEMENT DATA

All Students

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)

SCHOOL CULTURE DATA - MRA

(Discipline data must 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)

St. Tammany Parish 2024-2027

2024-25	
We will increase student proficiency in the area of major content in math in 7 th and 8 th grade.	Domain: Instructional Leadership Indicator: Curriculum and Assessment and Meeting Students' needs
2025-26	
We will increase student proficiency in the area of major content in math in 7 th and 8 th grade.	Domain: Instructional Leadership Indicator: Curriculum and Assessment: Develop all teachers' abilities to effectively utilize established schoolwide instructional plans where high quality materials are consistent with schoolwide goals.
2026-27	

LEADERSHIP TEAM LONG-RANGE PLAN

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

Date of ILT	Outcome	Materials	Follow-Up
9/19/25	By the end of the meeting the ILT will identify areas of need in math based on LEAP data from 2024.	Spring 2024 LEAP data	The team has determined that Major content is the subcategory of need in math.
10/14/25	By the end of the meeting the ILT will create a math look for tool.		
10/21/25	The ILT will conduct learning walks to gather observation data in math classes.	Look for tool	Each admin on the ILT will conduct learning using the look for tool over the next 3 weeks.
11/4/25	The ILT will review checkpoint data, learning walk data, student work to identify instructional supports the teacher's need.	Check point data, learning walk data	ILT will set up meeting with math curriculum specialist.
11/11/25	ILT will meet with Math curriculum specialist to plan PLC meeting agendas to address the instruction needs identified during the last ILT meeting.		Admin will use the agendas to lead the upcoming PLC meetings. The ILT will conduct learning walks after PLCs to observe teachers trying the instructional strategies.
11/18/25	ILT will review observational data and student work to identify areas of improvement and need.		
1/6/25	ILT will review math Checkpoint data to determine the area of focus third quarter learning walks.		
10/9/25	ILT Team will review LEAP 2025 data to determine the areas of need to focus on for the school and which domains of the rubric could help instruction to improve those areas	Spring 2025 Leap data	During the next meeting, the ILT team will conduct Learning Walks (Oct. 23rd). We will measure engagement using the following LER criteria. A learning walk tool was created to gather data.

St. Tammany Parish 2024-2027

10/23/2025	ILT will conduct learning walks using the tool created to gather data focused on student engagement and academic feedback		Provide feedback to the teachers Create next objective for the ILT team
2/4/26	ILT will discuss and plan our math/literacy night.		

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

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

Schoolwide Goal

From Fall 2024 to Fall 2027, Slidell Jr. High School will increase the SPS from 73 points to 76 points through a focus on increasing student proficiency in the area of major content in math in 7th and 8th grade.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
73	73.1	73.2	73.3
	Met Goal? N	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS

Assessment Index (AI)

- What is your current AI in –
 - ELA- (73.4) 7th grade 71.9 points, 8th grade 75 points
 - Math- (51) 7th grade 53.9 points, 8th grade 39.8 points
 - Algebra 1 -136.2 points
 - Science- (58.2) 7th grade 58.1 points, 8th grade 58.3 points
 - Social Studies
 - Overall-60.9 points

- Where are there opportunities for growth?

Focus on math

Progress Index (PI)

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

St. Tammany Parish 2024-2027

Interests and Opportunities (I/O) • What is your current I/O? 149.7 out of 150 • Where are there opportunities for growth? We need to make sure all students are enrolled in PE.	DCAI (Jr. Highs ONLY) • What is your current DCAI? • Where are there opportunities for growth?
ACT Index (High Schools ONLY) • What is your current ACT index? • Where are there opportunities for growth?	Strength of Diploma Index (SOD) (High Schools ONLY) • What is your current SOD? How many students/What percent earned- ○ 160? ○ 150? ○ 115? ○ 110? ○ 100? • Where are there opportunities for growth?
Graduation Rate (High Schools ONLY) • What is your current grad rate? • Where are there opportunities for growth?	Graduation Rate Index (High Schools ONLY) • What is your current grad rate index?
2025-26 Components of SPS	
Assessment Index (AI) • What is your current AI in – ○ ELA? 7th grade- 74.2 pts., 8th grade-65.5 pts. ○ Math? 7th grade 54.2 pts., 8th grade 34.6 pts., Alg. 115.8 pts. ○ Science? 7th grade 61.2 pts., 8th grade 57.3 pts. ○ Social Studies? 7th grade 55.9 pts., 8th grade 59.3 pts. ○ Overall? 58.7 pts.	Growth Index (GI) • What is your current GI in – ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall?

St. Tammany Parish 2024-2027

• Where are there opportunities for growth? • 8th ELA • Algebra • 7th Grade Social Studies	• Where are there opportunities for growth?
Thrive Index (TI) (High Schools ONLY) • What is your current overall TI? • Where are there opportunities for growth?	Readiness on Nationally Recognized Exams (High Schools ONLY) • What is your current percentage of students earning at least- ○ ACT of 20? ○ SAT of 1040? ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? • Where are there opportunities for growth?
University Accelerator (High Schools ONLY) • What is your current overall percentage? • Where are there opportunities for growth?	Career Accelerator (High Schools ONLY) • What is your current overall percentage? How many students/What percent earned- ○ Basic bundle + internship? ○ Advanced credential + internship? ○ 2 years of FF-aligned registered apprenticeship? ○ Certificate of technical studies in high wage/high demand industry? • Where are there opportunities for growth?
Service Accelerator (High Schools ONLY) • What is your current overall percentage? How many students/What percent have- ○ Signed military acceptance letter? ○ Service Academy acceptance?	Graduation Rate (High Schools ONLY) • What is your current grad rate? • Where are there opportunities for growth?

St. Tammany Parish 2024-2027

● Where are there opportunities for growth?	
2026-27 Components of SPS	
Achieve Index (AI) ● What is your current AI in – ○ ELA? ○ Math? ○ Science? ○ Social Studies? ○ Overall? ● Where are there opportunities for growth?	Growth Index (GI) ● What is your current GI in – ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall? ● Where are there opportunities for growth?
Thrive Index (TI) (High Schools ONLY) ● What is your current overall TI? ● Where are there opportunities for growth?	Readiness on Nationally Recognized Exams (High Schools ONLY) ● What is your current percentage of students earning at least- ○ ACT of 20? ○ SAT of 1040? ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? ● Where are there opportunities for growth?
University Accelerator (High Schools ONLY) ● What is your current overall percentage? ● Where are there opportunities for growth?	Career Accelerator (High Schools ONLY) ● What is your current overall percentage? How many students/What percent earned- ○ Basic bundle + internship? ○ Advanced credential + internship?

St. Tammany Parish 2024-2027

	○ 2 years of FF-aligned registered apprenticeship? ○ Certificate of technical studies in high wage/high demand industry? ● Where are there opportunities for growth?
Service Accelerator (High Schools ONLY) ● What is your current overall percentage? How many students/What percent have- ○ Signed military acceptance letter? ○ Service Academy acceptance? ● Where are there opportunities for growth?	Graduation Rate (High Schools ONLY) ● What is your current grad rate? ● Where are there opportunities for growth?

PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

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

- Priority Goal #1 (Culture) – Student Empowerment
- Priority Goal #2 (Academics) – Math
- Priority Goal #3 (Academics) – ELA

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Slidell Jr. High School will increase the MRA Culture: Supportive Environment for Students from 70 points to 73 points through a focus on Student Empowerment.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
70	71	72	73		73	
	Met Goal?		Met Goal?		Met Goal?	
	Y	N	Y	N	Y	N

How are we going to get there?

Students will meet with their Team each day where they are taught Leader in Me 7 Habits.

Student surveys asking for student input on events and rewards

ROAR Council- (Student Lighthouse Team)

[Purchased Resources to Support Priority Goals](#)

Professional Development Offered

Leader in Me 7 Habits and Core 1 Training offered to all teachers.

Leader in Me classroom lesson taught weekly.

Sending Staff to the Leader in Me Symposium

Sending staff to the District mini Leader in Me training/observation

St. Tammany Parish 2024-2027

Short Term Wins (STW) (LEAD measures)

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

- We should see students participating in school activities, responding to surveys, setting goals in classrooms, leading discussions in Team and classrooms.
- In 2025-2026, student led teams will push into classrooms to lead and support with the Leader in Me lessons.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Have 70% of the students respond to the quarterly surveys.	60% responded to the MRA	Majority of student feel empowerment.	375 students responded to the survey which is 52%.	Increase the number of students responding by 5%	Rally feedback 33% of students responded. Dance Theme 20% of students responded, and Pie in the face 23% of students responded.	70% of our TEAMS to participate in taking the surveys.	Have 70% of the students respond to the quarterly surveys. We had 485 students take the end of year survey, 68% participation.
			Met Goal? Y		Met Goal? N		Met Goal? N

Quarter 1 Reflection –

We need will to see more students responding to the surveys, so they feel empowered at our school. We are going to offer more opportunities for them to voice their opinions.

Quarter 2 Reflection –

This quarter we had three surveys, Rally feedback (33%), Dance theme (20%), and Pie in the face (23%). We did not have the number responses we would have liked.

Quarter 3 Reflection –

Through out the year we had increased participation in the quarterly surveys, but we did not meet our goal.

End of year Reflection –

St. Tammany Parish 2024-2027

Based on our MRA we scored a 72% in MRA Culture: Supportive Environment for Students which is a increase of 2%.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Increase Leader in Me participation through the use of student leaders that support the program during TEAM.	No student leaders going into TEAMs	Train student leaders to lead lessons that support LIM during TEAM	21 students were trained to support LIM as student leaders	7 teams of leaders went into classrooms to support lessons for LIM		Increase the number of classes receiving student leader support.	
			Met Goal? Y		Met Goal? Y		Met Goal? Y N

Quarter 1 Reflection –

Our student leaders created school wide goals for each quarter focused on both academic and behavioral areas of concern.

Quarter 2 Reflection –

Our student leaders created school wide goals for each quarter focused on both academic and behavioral areas of concern.

Quarter 3 Reflection –

Our student leaders created school wide goals for each quarter focused on both academic and behavioral areas of concern.

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?		Met Goal?		Met Goal?

St. Tammany Parish 2024-2027

	Y	N		Y	N		Y	N
Quarter 1 Reflection –								
Quarter 2 Reflection –								
Quarter 3 Reflection –								
End of year Reflection –								

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Slidell Jr. High School will increase the student proficiency in the math subcategory of major content from 23% proficient (strong)to 26% proficient (strong) through a focus on the area of major content.

	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
All Students	24%	25%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	12%	12%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	0%	0%		

St. Tammany Parish 2024-2027

		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?

Focus on standards-based assessment and standards-based instruction.

During 2025-2026 school year we will target math proficiency through the use of Title I tutoring, both during school and after school.

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

Professional Development Offered
PLC- Modeling planning ACT 260 math Numeracy Training for teachers and Administrators supporting math ILT team will focus on supporting math Math teachers will meet with the math curriculum specialist and attend math PDs 25-26 we will continue with the professional development above. We will also provide opportunities for Learning Walks at other sites.

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?

- Analyzing student work, math district checkpoint assessments, iReady growth.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
To see continuous	46% of students	40% of students will	7 th Grade Checkpoints	Students will show growth	53% of students	The percentage of	The results of the End of Year

St. Tammany Parish 2024-2027

growth in iReady and Checkpoint data throughout year. 1% growth per quarter.	proficient on iReady Diagnostic	meet/exceed expectations on Checkpoints assessment.	15.3% of students showed mastery. 14% Nearly met. 8 th grade 3.3% of students show mastery. 10.9% nearly met.	on the iReady winter diagnostic.	proficient on iReady winter diagnostic. 7th grade 51% of students improved their placement level and 40% of 8th graders improved their placement level.	Students meeting expectations will increase by 2% on the checkpoint 2 for 7 th and 8 th grade math.	iReady Diagnostic were 7 th grade increased by 19%, 8 th grade increased by 9%.
			Met Goal? N		Met Goal? Y		Met Goal? Y

Quarter 1 Reflection –

Quarter 2 Reflection –

Growth can be seen in math based on the iReady Diagnostic tests. Based on the MOY iReady diagnostic in 7th grade 51% of students improved their placement level and 40% of 8th graders improved their placement level.

Quarter 3 Reflection –

Growth can be seen in math based on the iReady Diagnostic test. Based on the ELY iReady diagnostic in 7th grade 60% of students met their annual growth target. In 7th grade 59% of student improved their placement level. In 8th grade 49% of students met their annual growth target. In 8th grade 47% of students improved their placement level.

End of year Reflection –

Based on the Spring 2025 LEAP data in 7th grade student proficiency increased from 24.8% to 27.4% which is an increase of 2.6 percentage points. In 8th grade student proficiency increased from 16% to 17.5 % which is an increase of 1.5 percentage point. In Algebra 1 student proficiency decreased from 100% to 93.8% which is a decrease of 6.2 %.

St. Tammany Parish 2024-2027

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
To see continuous growth in iReady and Checkpoint data throughout year. 1% growth per quarter.	48% of students were proficient on iReady BOY Diagnostic	Checkpoint 1 scores will be 1% better than last year's Checkpoint 1 scores.	In 7th grade math 19.6% of students showed Mastery on Checkpoint 1. In 8 th grade 16.8% of students showed Mastery on Checkpoint 1.	iReady Winter Diagnostic scores will increase in comparison to the BOY diagnostic.	7 th grade scored 69% proficient and 8 th grade scored 59% proficient.	Checkpoint 2 scores will increase in comparison to Checkpoint 1.	
			Met Goal? Y		Met Goal? Y		Met Goal? Y N

Quarter 1 Reflection –

Students were slightly higher in both grade levels when compared to last year's Checkpoint.

Quarter 2 Reflection –

7th grade made 14% growth. 8th grade made 17% growth when compared to the BOY scores.

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?		Met Goal?		Met Goal?

St. Tammany Parish 2024-2027

	Y	N		Y	N		Y	N
--	----------	----------	--	----------	----------	--	----------	----------

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Slidell Jr. High School will increase the student proficiency in ELA from 46.3% to 49.3% through a focus on the substrand of Informational Text.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	46.3%	42.2%		
		Met Goal? N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	12.5%			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	0%			
		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?				

St. Tammany Parish 2024-2027

		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?

Focus on standards-based assessment and standards-based instruction.

In 25-26 we are creating a Family Literacy Night to support students reading at home.

We are providing parents with informational handouts on ways to access the Reading Intervention program Lexia from home.

We are offering a class for reading intervention targeting students with characteristics of Dyslexia.

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

Professional Development Offered
Edu 20/20 PLCs 8th grade ELA book study – Building Strong Writers 2025-2026 Continue PLC and common planning Instructional coach to support ELA planning and instructional strategies

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?

- Students will show progress toward mastery on ELA checkpoint assessments, interim assessments and culminating writing tasks.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Increase student proficiency	7 th grade 9.8% Proficient	Student increased proficiency in	Checkpoint 1 7 th grade - 36.7%	Student increased proficiency in	Checkpoint 2 7 th grade	70% of students will be proficient	38.6 students were proficient

St. Tammany Parish 2024-2027

by 1% each quarter. LEAP 360 Diagnostic	8 th grade 6.8% Proficient	both grade levels on their checkpoints.	8 th grade 52%	both grade levels on their checkpoints.	30.6% proficient 8 th grade 27.6% proficient	on their LEAP 360 interim.	on their LEAP 360 interim.
			Met Goal? 		Met Goal? N		Met Goal? N

Quarter 1 Reflection –

7th and 8th grade ELA increased the student proficiency on checkpoint one. ELA PLC's have identified that majority of students are missing questions that ask them to choose more than one answer. Plans were made in the 7th grade PLC on 10/15 to teach strategies, create questions in upcoming assessments to practice strategies.

Quarter 2 Reflection –

In 7th grade 61.9% of student answered the Multiple select questions correctly on Checkpoint 2 compared to 29.8% on checkpoint 1.
In 8th grade 62.3% of students answered the Multiple select questions correctly on Checkpoint 2 compared to 24.9% on checkpoint 1.

Quarter 3 Reflection –

In 7th grade 45.8% of students mastered standard W7.3 on the MOY which is an increase from 20.3% on the BOY.
In 8th grade 59.9 % of students mastered standard W8.3 on the MOY which is an increase from 6.5% on the BOY.

End of year Reflection –

7th grade LEAP 2025 proficiency was 45.3% which was a 2.4% increase. 8th grade LEAP 2025 proficiency was 39.1% which was a 10.6% decrease.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
We will use Checkpoint and LEAP 360 data to monitor student proficiency.	LEAP 360 BOY data show 7 th grade scored 8.8% Mastery, 8 th grade scored 8.1% Mastery.	Checkpoint 1 7 th grade scored 34% Mastery, 8 th grade scored 38% Mastery	7 th grade grew 25.2% in number of students at Mastery and 8 th grade grew 29.9% in number of	Checkpoint 2 7 th grade scored 32% Mastery, 8 th grade scored 40% Mastery	On Checkpoint 2 7 th grade decreased by 2% and 8 th grade increased by 2%.	Both grade levels will have 40% Mastery or higher on their LEAP 360 Interim	

St. Tammany Parish 2024-2027

			students at Mastery.				
			Met Goal? Y		Met Goal? N		Met Goal? Y N

Quarter 1 Reflection –

All grade levels showed growth on proficiency on the Checkpoint in comparison to the LEAP 360 BOY.

Quarter 2 Reflection –

7th grade decreased slightly while 8th grade continued to show growth in proficiency.

Quarter 3 Reflection –

End of year Reflection –

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

St. Tammany Parish 2024-2027

--

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?

PAWS- Prompting Achievement with Support- Students how are struggling in their core content classes will be pulled from PE once or twice a week to work with a teacher on missing assignments, study for test, work on organizational skills, and/or interventions.

TAT- Check in check out, point sheets

2025-2026

Tutoring after school provided by teachers.

Family Literacy Night

Lexia intervention provided for all students

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:

2025-26: PTA meetings, it is posted on the school web site for parent review, attend the school wide events that promote school goals and parent involvement in these goals.

2026-27:

- *Identify and describe PFE events (at least 3 per year) and activities to support family engagement.*

***Note – There should be a reflection for each PFE event in the “Reflections” section at the end of this document.**

2024-25: Open House- We start with a parent meeting in the Gym with the Admin team. Parents then follow their student's schedule to learn about each of the classes. Teachers talk about curriculum, expectations, and procedures for their classes.

Science night-We will host an animal adoption event which will include pet care educations which ties to our science curriculum of heredity and breeding.

Math and Reading night- TBD

2025-26:

Open House- We start with a parent meeting in the Gym with the Admin team. Parents then follow their student's schedule to learn about each of the classes. Teachers talk about curriculum, expectations, and procedures for their classes.

Parent University- Ms. Rhodes provided parents with information regarding procedures, expectations, policies, curriculum.

Family Literacy and Math Night-We are hosting a night where parents can come to the school and interact with the students' curriculum in a fun and engaging way.

2026-27:

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

2024-25: Open house, Robo calls, SWE progress reports, student progress center, parent teacher conferences, failure letters, google classroom, agendas.

2025-26: Electronic Signage, Open House, Parent University, Literacy and Math Night, Tiger Walk, Robo calls, SWE progress reports, student progress center, parent teacher conferences, failure letters, google classroom, agendas.

2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25: Incoming students: Feeder schools will be invited to come Slidell Jr High for a tour and a meeting with the admin team. Meetings will be held with feeder schools to discuss incoming SWE students, students that need academic and/or behavioral support.

Outgoing students: Slidell High will host the following events Community Choir and Band concerts, Junior High night for band students, Future Family Focus night, Incoming Freshman and parent scheduling night. The admin teams from both schools meet to discuss incoming SWE students, students that need academic and/or behavioral support.

2025-26: Incoming students: Feeder schools will be invited to come Slidell Jr High for a tour and a meeting with the admin team. Meetings will be held with feeder schools to discuss incoming SWE students, students that need academic and/or behavioral support.

Outgoing students: Slidell High will host the following events Community Choir and Band concerts, Junior High night for band students, Future Family Focus night, Incoming Freshman and parent scheduling night. The admin. teams from both schools meet to discuss incoming SWE students, students that need academic and/or behavioral support.

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