

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 1 Percent Proficient increased by of 7 %  
US History Percent Proficient increased by of 5.6 %

Math (AL 1 & Geo) Assessment Index is 75.8  
Graduation Rate 86.6 %  
Math ACT is 20.2 (below benchmark of 22)

#### At-Risk Student Groups

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

English Learner English Assessment Index grew from 5 to 16.2  
SWE grew in S.S. Assessment Index from 33 to 50

14 of 31 ELPT Students are in same/lower category for Index Points  
SWE Assessment Math Index 41.7

### SCHOOL CULTURE DATA - MRA

**St. Tammany Parish 2024-2027**

|                                                                                                                                                                                     |                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>(Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)</b>                                                                        |                                                                                                         |
| School Climate 73 (+10)<br>Trusting Relationships 67 (+5)<br>School Belonging 72 (+6)<br>Collective Efficacy 72 (+6)                                                                | Student Empowerment 68 (-6)<br>Staff Voice 75 (-2)                                                      |
| <b>2025-26</b>                                                                                                                                                                      |                                                                                                         |
| <b>STUDENT ACHIEVEMENT DATA</b>                                                                                                                                                     |                                                                                                         |
| <b>All Students</b>                                                                                                                                                                 |                                                                                                         |
|                                                                                                                                                                                     |                                                                                                         |
| <b>At-Risk Student Groups</b><br><b>(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)</b> |                                                                                                         |
|                                                                                                                                                                                     |                                                                                                         |
| <b>SCHOOL CULTURE DATA - MRA</b><br><b>(Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)</b>                                    |                                                                                                         |
| Student Empowerment 72 (+4)<br>Trusting Relationships 70 (+3)<br>School Belonging 78 (+6)                                                                                           | Staff Voice 0 (no responses)<br>Collective Efficacy 0 (no responses)<br>School Climate 0 (no responses) |
| <b>2026-27</b>                                                                                                                                                                      |                                                                                                         |
| <b>STUDENT ACHIEVEMENT DATA</b>                                                                                                                                                     |                                                                                                         |

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**All Students**

|  |  |
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|  |  |
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**At-Risk Student Groups**

(SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)

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**SCHOOL CULTURE DATA - MRA**

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

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## LEADERSHIP GOAL - PRINCIPAL'S WILDLY IMPORTANT GOAL (WIG)

- *Based on the above needs assessment and the Beginning-of-the-Year conference, what will be the school improvement area of focus that will impact all academic settings?*
- *What is the leadership goal that was established during the Beginning-of-the-Year conference?*

### School Improvement Focus Area

(Examples - engaging students in thinking and problem solving, document-based questioning, or non-fiction writing across the content areas)

### Leadership Goal

(Include the one descriptor from one indicator on the Louisiana Leader rubric identified during the Beginning-of-the Year conference)

#### 2024-25

School Performance Score will grow from 97.3 to 100.

Instructional Leadership Domain: **Meeting Student Needs**

Admin team - SAP, meeting with AP reviewing the data, divided content areas by each admin.

#### 2025-26

School Performance Score will meet or exceed from 100.7.

Instructional Leadership Domain: **Meeting Student Needs**

Admin team - SAP, meeting with AP reviewing the data, divided content areas by each admin.

#### 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 |
|-------------|-----------------------------------------------------------------------|-------------------------------------------------|-----------|
| 8/29/24     | Introduction of Student Work Analysis & Wig/SLT Plan                  | Data Handouts<br>Building Better Schools (Book) |           |
| 9/26/24     | Student Work Analysis<br>Class Profile & SLTs<br>Gratitude Book Study | Book - Building Brilliant Schools               |           |
| 10/10/24    | ILT Data Analysis                                                     | Newline & Student Data                          |           |
|             |                                                                       |                                                 |           |
|             |                                                                       |                                                 |           |
|             |                                                                       |                                                 |           |



## 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, Northshore High School will increase the SPS from 97.3 to 100 through a focus on \_\_\_\_ (use school improvement focus area listed above).

| 2024 SPS<br>(Baseline) | 2025 SPS         | 2026 SPS         | 2027 SPS         |
|------------------------|------------------|------------------|------------------|
| 97.3                   | 100              |                  |                  |
|                        | Met Goal?<br>Y N | Met Goal?<br>Y N | Met Goal?<br>Y N |

### 2024-25 Components of SPS

#### Assessment Index (AI)

- What is your current AI in –
  - ELA? 86.1
  - Math? 75.7
  - Science? 81.8
  - Social Studies? 89.1
  - Overall? 82.4

#### Progress Index (PI)

- What is your current PI in –
  - ELA? 97.1
  - Math? 111.4
  - Overall? 101
- Where are there opportunities for growth?

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|                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Where are there opportunities for growth?<br/>Reading comprehension/vocabulary in Math &amp; English</li> </ul>                                                                                                                                                                                                                               | <p>We need to focus on the bottom 25% of students.</p>                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Interests and Opportunities (I/O)</b></p> <ul style="list-style-type: none"> <li>What is your current I/O?<br/>147.9</li> <li>Where are there opportunities for growth?<br/>Indicator 4 (Art Classes for graduating Seniors)</li> </ul>                                                                                                                                        | <p><b>DCAI (Jr. Highs ONLY)</b></p> <ul style="list-style-type: none"> <li>What is your current DCAI?</li> <li>Where are there opportunities for growth?</li> </ul>                                                                                                                                                                                                                                          |
| <p><b>ACT Index (High Schools ONLY)</b></p> <ul style="list-style-type: none"> <li>What is your current ACT index?<br/>78.1 B (does not include March Testers)</li> <li>Where are there opportunities for growth?<br/><br/>Focusing on the over 100 students who are below a 20 on ACT by utilizing WorkKeys. (Particular focus on Math subscores to at least benchmark.)</li> </ul> | <p><b>Strength of Diploma Index (SOD) (High Schools ONLY)</b></p> <ul style="list-style-type: none"> <li>What is your current SOD?<br/>How many students/What percent earned- <ul style="list-style-type: none"> <li>160? 10</li> <li>150? 109</li> <li>115? 45</li> <li>110? 136</li> <li>100? 38</li> </ul> </li> <li>Where are there opportunities for growth?<br/><br/>recover/proof of HiSet</li> </ul> |
| <p><b>Graduation Rate (High Schools ONLY)</b></p> <ul style="list-style-type: none"> <li>What is your current grad rate?<br/>86.6</li> <li>Where are there opportunities for growth?<br/><br/>Further opportunities to repeat classes during the school day.</li> </ul>                                                                                                              | <p><b>Graduation Rate Index (High Schools ONLY)</b></p> <ul style="list-style-type: none"> <li>What is your current grad rate index?<br/><br/>96.2</li> </ul>                                                                                                                                                                                                                                                |

2025-26 Components of SPS

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

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

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

## 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 Proficiency
- Priority Goal #3 (Academics) - English Proficiency

### Priority Area #1 Goal:

From Fall 2024 to Fall 2027, \_\_Northshore High\_\_ School will increase the MRA sub-measure \_Student Empowerment\_ from \_68\_ to \_74\_ through a focus on a continued investment on the Leader In Me - Student Lighthouse Team.

| 2024 MRA Score<br>(Baseline) | 2025 MRA Score |          | 2026 MRA Score |          | 2027 MRA Score |          |
|------------------------------|----------------|----------|----------------|----------|----------------|----------|
|                              | Goal           | Actual   | Goal           | Actual   | Goal           | Actual   |
| 68                           | 70             | 72       | 72             |          | 74             |          |
|                              | Met Goal?      |          | Met Goal?      |          | Met Goal?      |          |
|                              | <b>Y</b>       | <b>N</b> | <b>Y</b>       | <b>N</b> | <b>Y</b>       | <b>N</b> |

How are we going to get there?

### Purchased Resources to Support Priority Goals

#### Professional Development Offered

The Leader In Me Lighthouse Teams will hold monthly meetings which will include training and leadership lessons. The student Lighthouse team will be grouped during APP for weekly lessons and meetings. The Leader in Me High School curriculum (40 minute lessons) will be implemented

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for Lighthouse students. All other students will engage in weekly Leader in Me lessons (for 20 weeks) led by APP teachers, Lighthouse students and staff Lighthouse team members. Professional development will be provided to all staff during teacher PD days and throughout the year to provide new and ongoing learning.

## 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?

- Students will engage in weekly Leader in Me lessons using the Leader in Me Curriculum resources.
- Students will set academic and personal goals, create personal mission statements, and have leadership portfolios that will allow them to track their progress and document their journey.
- Every student will have a classroom job that allows them to demonstrate leadership and become a valued member of each class.
- Teachers will conference with students weekly.
- Administrators will conference with students who have frequent behavior referrals.
- Teachers will provide students time for reflecting on learning each week in a journal.
- Major discipline referrals will decrease by 5% each year.

| 2024-25            |          |                                |                                                                   |                                |                                                                   |                                |                                                                   |
|--------------------|----------|--------------------------------|-------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------|
| Goal and Data Used | Baseline | 1 <sup>st</sup> Quarter STW    | Results                                                           | 2 <sup>nd</sup> Quarter STW    | Results                                                           | 3 <sup>rd</sup> Quarter STW    | Results                                                           |
|                    |          | 267 major discipline referrals | 31% decrease in major discipline referrals from the previous year | 376 major discipline referrals | 22% decrease in major discipline referrals from the previous year | 269 major discipline referrals | 21% decrease in major discipline referrals from the previous year |
|                    |          |                                | Met Goal?<br>Y N                                                  |                                | Met Goal?<br>Y N                                                  |                                | Met Goal?<br>Y N                                                  |

Quarter 1 Reflection –

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There were a total of 1490 major discipline referrals for school year 23-24. There were 392 major discipline referrals during the 1st quarter and only 267 this year which is a 31% decrease. Leader in Me weekly lessons, PBIS activities, and teacher/ administrator conferences with students may have helped to empower students.

#### Quarter 2 Reflection –

There were 481 major discipline referrals during the 1st quarter last year and only 376 this year which is a 31% decrease. Leader in Me weekly lessons, PBIS activities, and teacher/ administrator conferences with students may have helped to empower students.

#### Quarter 3 Reflection –

There were 342 major discipline referrals during the 2nd quarter last year and only 269 this year which is a 31% decrease. Leader in Me weekly lessons, PBIS activities, and teacher/ administrator conferences with students may have helped to empower students.

#### End of year Reflection –

| 2025-26            |          |                             |                  |                             |                  |                             |                  |
|--------------------|----------|-----------------------------|------------------|-----------------------------|------------------|-----------------------------|------------------|
| Goal and Data Used | Baseline | 1 <sup>st</sup> Quarter STW | Results          | 2 <sup>nd</sup> Quarter STW | Results          | 3 <sup>rd</sup> Quarter STW | Results          |
|                    |          |                             |                  |                             |                  |                             |                  |
|                    |          |                             | Met Goal?<br>Y N |                             | Met Goal?<br>Y N |                             | Met Goal?<br>Y N |

#### Quarter 1 Reflection –

#### Quarter 2 Reflection –

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**Quarter 3 Reflection –**

**End of year Reflection –**

| 2026-27            |          |                             |                    |                             |                    |                             |                    |
|--------------------|----------|-----------------------------|--------------------|-----------------------------|--------------------|-----------------------------|--------------------|
| Goal and Data Used | Baseline | 1 <sup>st</sup> Quarter STW | Results            | 2 <sup>nd</sup> Quarter STW | Results            | 3 <sup>rd</sup> Quarter STW | Results            |
|                    |          |                             |                    |                             |                    |                             |                    |
|                    |          |                             | Met Goal?<br>Y   N |                             | Met Goal?<br>Y   N |                             | Met Goal?<br>Y   N |

**Quarter 1 Reflection –**

**Quarter 2 Reflection –**

**Quarter 3 Reflection –**

**End of year Reflection –**

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**Priority Area #2 Goal**

From Fall 2024 to Fall 2027, Northshore High School will increase the percentage of students that are proficient in math from 75.7% to 80% through a focus on Modeling types problems and reading comprehension.

|                            | <b>2024 Math % Proficient<br/>(Baseline)</b> | <b>2025 Math % Proficient</b> | <b>2026 Math % Proficient</b> | <b>2027 Math % Proficient</b> |
|----------------------------|----------------------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <b>All Students</b>        | 75.7                                         | 77                            | 79                            | 80                            |
|                            |                                              | Met Goal?<br>Y N              | Met Goal?<br>Y N              | Met Goal?<br>Y N              |
| <b>Student Group(s)</b>    |                                              |                               |                               |                               |
| <b>SWE</b>                 | 41.7                                         | 43                            | 45                            | 47                            |
|                            |                                              | Met Goal?<br>Y N              | Met Goal?<br>Y N              | Met Goal?<br>Y N              |
| <b>EL</b>                  | 29.3                                         | 31                            | 33                            | 35                            |
|                            |                                              | Met Goal?<br>Y N              | Met Goal?<br>Y N              | Met Goal?<br>Y N              |
| <b>Lowest 25% in ELA?</b>  | TBD                                          |                               |                               |                               |
|                            |                                              | Met Goal?<br>Y N              | Met Goal?<br>Y N              | Met Goal?<br>Y N              |
| <b>Lowest 25% in Math?</b> | TBD                                          |                               |                               |                               |

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|        |  |                    |                    |                    |
|--------|--|--------------------|--------------------|--------------------|
|        |  | Met Goal?<br>Y   N | Met Goal?<br>Y   N | Met Goal?<br>Y   N |
| Other? |  |                    |                    |                    |
|        |  | Met Goal?<br>Y   N | Met Goal?<br>Y   N | Met Goal?<br>Y   N |

**How are we going to get there?**

- Continue to work on implementing new enVision curriculum
- Math Learning Walks to gather data on instruction
- Evaluation of rigor within instruction and gradual increase of that rigor

|                                                                                                            |
|------------------------------------------------------------------------------------------------------------|
| <b>Professional Development Offered</b>                                                                    |
| Differentiation Strategies for inside the classroom and APP<br>Reading Comprehension in the Math Classroom |

**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 showing growth on district checkpoints
- At Risk students showing growth as well as high performing students

| 2024-25                     |               |                             |                |                             |         |                             |               |
|-----------------------------|---------------|-----------------------------|----------------|-----------------------------|---------|-----------------------------|---------------|
| Goal and Data Used          | Baseline      | 1 <sup>st</sup> Quarter STW | Results        | 2 <sup>nd</sup> Quarter STW | Results | 3 <sup>rd</sup> Quarter STW | Results       |
| Illuminate Math Assessments | 3% Proficient |                             | 18% Proficient |                             | 25%     |                             | 6% Proficient |

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|  |                         |  |                         |  |                         |
|--|-------------------------|--|-------------------------|--|-------------------------|
|  | Met Goal?<br>Y <b>N</b> |  | Met Goal?<br>Y <b>N</b> |  | Met Goal?<br>Y <b>N</b> |
|--|-------------------------|--|-------------------------|--|-------------------------|

**Quarter 1 Reflection –**

Student proficiency grew 15% from the baseline

**Quarter 2 Reflection –**

Student proficiency grew another 7% from 1st Quarter

**Quarter 3 Reflection –**

Student proficiency dropped 19% from 2nd Quarter, possibly due to the difference in tests from the district created checkpoints to the LEAP 360

**End of year Reflection –**

| 2025-26            |          |                             |                  |                             |                  |                             |                  |
|--------------------|----------|-----------------------------|------------------|-----------------------------|------------------|-----------------------------|------------------|
| Goal and Data Used | Baseline | 1 <sup>st</sup> Quarter STW | Results          | 2 <sup>nd</sup> Quarter STW | Results          | 3 <sup>rd</sup> Quarter STW | Results          |
|                    |          |                             |                  |                             |                  |                             |                  |
|                    |          |                             | Met Goal?<br>Y N |                             | Met Goal?<br>Y N |                             | Met Goal?<br>Y N |

**Quarter 1 Reflection –**

**Quarter 2 Reflection –**

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**Quarter 3 Reflection –**

**End of year Reflection –**

| 2026-27            |          |                             |                    |                             |                    |                             |                    |
|--------------------|----------|-----------------------------|--------------------|-----------------------------|--------------------|-----------------------------|--------------------|
| Goal and Data Used | Baseline | 1 <sup>st</sup> Quarter STW | Results            | 2 <sup>nd</sup> Quarter STW | Results            | 3 <sup>rd</sup> Quarter STW | Results            |
|                    |          |                             |                    |                             |                    |                             |                    |
|                    |          |                             | Met Goal?<br>Y   N |                             | Met Goal?<br>Y   N |                             | Met Goal?<br>Y   N |

**Quarter 1 Reflection –**

**Quarter 2 Reflection –**

**Quarter 3 Reflection –**

**End of year Reflection –**

**St. Tammany Parish 2024-2027**

**Priority Area #3 Goal**

From Fall 2024 to Fall 2027, Northshore High School will increase the percentage of proficient (Mastery and Advanced) students in English from 86.1 to 90 through a focus on Vocabulary and Reading Comprehension.

|                            | <b>2024 PI/Growth %<br/>(Baseline)</b> | <b>2025 PI/Growth %</b> | <b>2026 PI/Growth %</b> | <b>2027 PI/Growth %</b> |
|----------------------------|----------------------------------------|-------------------------|-------------------------|-------------------------|
| <b>All Students</b>        | 86.1                                   | 88                      | 89                      | 90                      |
|                            |                                        | Met Goal?<br><b>Y N</b> | Met Goal?<br><b>Y N</b> | Met Goal?<br><b>Y N</b> |
| <b>Student Group(s)</b>    |                                        |                         |                         |                         |
| <b>SWE</b>                 | 38.3                                   | 39                      | 40                      | 41                      |
|                            |                                        | Met Goal?<br><b>Y N</b> | Met Goal?<br><b>Y N</b> | Met Goal?<br><b>Y N</b> |
| <b>EL</b>                  | 16.2                                   | 17                      | 18                      | 19                      |
|                            |                                        | Met Goal?<br><b>Y N</b> | Met Goal?<br><b>Y N</b> | Met Goal?<br><b>Y N</b> |
| <b>Lowest 25% in ELA?</b>  | TBD                                    |                         |                         |                         |
|                            |                                        | Met Goal?<br><b>Y N</b> | Met Goal?<br><b>Y N</b> | Met Goal?<br><b>Y N</b> |
| <b>Lowest 25% in Math?</b> | TBD                                    |                         |                         |                         |

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|               |  |                     |                     |                     |
|---------------|--|---------------------|---------------------|---------------------|
|               |  | Met Goal?<br>Y    N | Met Goal?<br>Y    N | Met Goal?<br>Y    N |
| <b>Other?</b> |  |                     |                     |                     |
|               |  | Met Goal?<br>Y    N | Met Goal?<br>Y    N | Met Goal?<br>Y    N |

**How are we going to get there?**

- Continued use of Guidebook Curriculum and Common Lit supplemental resources
- Evaluation of data on district checkpoints
- Creation and evaluation of data on common assessments
- Provide more opportunities for students to read and demonstrate reading comprehension and vocabulary skills from context clues

**Professional Development Offered**

Differentiation Strategies for the Classroom and APP  
Teaching Vocab using Context Clues

**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 showing growth on district checkpoints
- At Risk students showing growth as well as high performing students

| 2024-25                               |                       |                             |                       |                             |                      |                             |                        |
|---------------------------------------|-----------------------|-----------------------------|-----------------------|-----------------------------|----------------------|-----------------------------|------------------------|
| Goal and Data Used                    | Baseline              | 1 <sup>st</sup> Quarter STW | Results               | 2 <sup>nd</sup> Quarter STW | Results              | 3 <sup>rd</sup> Quarter STW | Results                |
| <b>Illuminate English Assessments</b> | <b>20% Proficient</b> |                             | <b>34% Proficient</b> |                             | <b>6% Proficient</b> |                             | <b>28% Proficiency</b> |

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|  |                         |  |                         |  |                         |
|--|-------------------------|--|-------------------------|--|-------------------------|
|  | Met Goal?<br>Y <b>N</b> |  | Met Goal?<br>Y <b>N</b> |  | Met Goal?<br>Y <b>N</b> |
|--|-------------------------|--|-------------------------|--|-------------------------|

**Quarter 1 Reflection –**

Student proficiency increased 14%

**Quarter 2 Reflection –**

Student proficiency dropped 28%, possibly due to the difference between district created assessments and LEAP 360

**Quarter 3 Reflection –**

Student proficiency increased 22%

**End of year Reflection –**

| 2025-26            |          |                             |                         |                             |                         |                             |                         |
|--------------------|----------|-----------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|-------------------------|
| Goal and Data Used | Baseline | 1 <sup>st</sup> Quarter STW | Results                 | 2 <sup>nd</sup> Quarter STW | Results                 | 3 <sup>rd</sup> Quarter STW | Results                 |
|                    |          |                             |                         |                             |                         |                             |                         |
|                    |          |                             | Met Goal?<br>Y <b>N</b> |                             | Met Goal?<br>Y <b>N</b> |                             | Met Goal?<br>Y <b>N</b> |

**Quarter 1 Reflection –**

**Quarter 2 Reflection –**

**St. Tammany Parish 2024-2027**

**Quarter 3 Reflection –**

**End of year Reflection –**

| 2026-27            |          |                             |                     |                             |                     |                             |                     |
|--------------------|----------|-----------------------------|---------------------|-----------------------------|---------------------|-----------------------------|---------------------|
| Goal and Data Used | Baseline | 1 <sup>st</sup> Quarter STW | Results             | 2 <sup>nd</sup> Quarter STW | Results             | 3 <sup>rd</sup> Quarter STW | Results             |
|                    |          |                             |                     |                             |                     |                             |                     |
|                    |          |                             | Met Goal?<br>Y    N |                             | Met Goal?<br>Y    N |                             | Met Goal?<br>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?**

- Students in need of intervention should be signed up for APP (Academic Prep Period)
- Students identified in at-risk groups have a required two days a week to be signed up for APP
- If students aren't responding to intervention, hold parent teacher conferences
- Use of APP Tracker to determine the use of APP by all students

### **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:**

- Principal meets with PTSA to discuss the School Advancement Plan and receive feedback from stakeholders

**2025-26:**

**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:**

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- Freshmen Orientation - 9th graders and their families get to tour the campus and receive detailed information on the major programs on our campus to help them choose the best way to them to get involved on campus
- Future Focus Night - 7th graders and their families tour the campus and get a sampling of the variety of programs offered on our campus to help them make choices for their high school futures
- Freshmen Scheduling Night - students and parents receive information regarding course options and the use of the Individual Graduation Plan
- Rising Senior Night - current juniors and their families receive information about college applications, FAFSA, and other post-secondary options

**2025-26:**

**2026-27:**

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

**2024-25:**

- Parents will receive robocalls regarding necessary information for assessments and student progress
- Curriculum updates will be sent out via robotext and posting on our website

**2025-26:**

**2026-27:**

### Transitions for Incoming and Outgoing Students

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

**St. Tammany Parish 2024-2027**

**2024-25:**

- Freshmen Scheduling Night to help transition students to high school system of scheduling
- Freshmen Orientation to introduce students to our campus and the variety of programs offered for students
- Reorganization of our Internship and Student Worker Programs to enable seniors to gather real world skills and experience to help them be more successful in the post-secondary choices

**2025-26:**

**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   | 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

**St. Tammany Parish 2024-2027**

Date

## REFLECTIONS

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

Parent and Family Engagement Reflection:

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

**Event Name:**

**Date/Time:**

**Targeted Priority Area:**

**Number of Participants:**

**Summary of Parent Feedback/Exit Tickets/Survey:**

Year 1 Reflections:

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

Year 2 Reflections:

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

Year 3 Reflections:

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

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