

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	
LEAP 2025 Assessment Index increased by 12 points (77 to 89) from the 2023 to 2024 school year	Kindergarten EOY DIBELS scores demonstrate 67% scoring at or above benchmark.
LEAP 2025 data from the 2023-2024 school year indicate that 75% of students are proficient in ELA Scoring Mastery or Advanced	3rd Grade EOY DIBELS scores indicate that 32% scored non proficient (35/109 students).
LEAP 2025 data from 2023-2024 school year indicate the reporting category of modeling and application was a strength at 69% proficient.	LEAP 2025 data from the 2023-2024 school year indicate that 63% students are proficient in Math scoring Mastery or Advanced.
At-Risk Student Groups (SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)	
LEAP 2025 data from 2023-2024 indicate that Hispanic Subgroup Assessment Index increased in all subjects (Math +14 points, ELA +53.3 points, Science +19.2 points)	LEAP 2025 Data from 2023-2024 indicate that African American subgroup assessment index decreased in ELA (-18.3 points)

St. Tammany Parish 2024-2027

LEAP 2025 data from 2023-2024 indicate that Students With Exceptionalities Assessment Index increased in all subjects (Math +3.4 points, ELA +3.4 points, Science +6.2 points)	
LEAP 2025 data from 2023-2024 indicate that English Language Learners Index increased in all subjects (Math +20 points, ELA +70 points, Science +60 points)	
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
MRA Spring 2024 Results indicate that the overall LIM score increased by 2 points.	MRA Spring 2024 Results indicate that the category of Empowered Learners decreased by 1 point.
2025-26	
STUDENT ACHIEVEMENT DATA	
All Students	
EOY DIBELS 2025 indicated that 77% of students are on or above benchmark.	LEAP 2025 Assessment Index decreased by 10.3 points (89 to 78.7) from the 2024 to 2025 school year
LEAP 2025 data indicated an increase in the Social Studies assessment index of 9 points (62 - 71) from the 2022-2023 school year to 2024-2025 school year.	LEAP 2025 data from the 2024-2025 school year indicate that 61 % of students are proficient in ELA Scoring Mastery or Advanced
BOY DIBELS for the 2025-2026 school year indicated that 63% of students are at or above benchmark.	LEAP 2025 data from the 2024-2025 school year indicate that 49 % of students are proficient in Math Scoring Mastery or Advanced

St. Tammany Parish 2024-2027

At-Risk Student Groups (SWE, ESL, and the lowest performing 25% in ELA and math data <u>must</u> be included as well as any other potential labeled student group)	
LEAP 2025 data from 2024-2025 indicate that Students With Exceptionalities Assessment Index increased in the (ELA +1.4 points)	LEAP 2025 data from 2024-2025 indicate that Students With Exceptionalities Assessment Index decreased in the following subjects (Math -16.5 points and Science -27 points)
DEANO	LEAP 2025 data from 2024-2025 indicate that English Language Learners Index decreased in all subjects (ELA -50 points, Science -40 points)
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
MRA Spring 2024 Results indicate that the category of Goal Achievement (Academics) and Student Leadership (Leadership) increased by 1 point.	MRA Spring 2025 Results indicate that the category of Collective Efficacy decreased by 5 points.
	MRA Spring 2025 Results indicate that the overall LIM score decreased by 1 point.
2026-27	
STUDENT ACHIEVEMENT DATA	
All Students	
At-Risk Student Groups (SWE, ESL, and the lowest performing 25% in ELA and math data <u>must</u> be included as well as any other potential labeled student group)	
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	

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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

The instructional coach will focus on foundational skills aligning core instruction with literacy measures and assisting teachers with providing data driven small group instruction.

Whole school intervention/tutor model providing data driven small group instruction to identified students as evidenced by DIBELS literacy screener.

The instructional coach will focus on the Read, Draw, Write strategy to support problem solving with any operation.

Systematically enlists teachers to analyze student data and student work to monitor attainment of goals, to guide and inform instruction

St. Tammany Parish 2024-2027

Ongoing professional development will be provided through PLC. (curriculum specialist, instructional coach support, curriculum learning walks)	
2025-26	
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
August 27th, 2024	Needs assessment based on DIBELS, LEAP 2025, and MRA results Planned Learning Walk Look for Tool	2023 EOY DIBELS results 2024- LEAP 2025 results 2024-BOY DIBELS results 2024- MRA results	Meet with supervisor to gain clarity about SAP goals

St. Tammany Parish 2024-2027

September 27th, 2024	Continued to develop goals for SAP plan Analyzed whole school strengths and weaknesses Discussed Learning Walk findings	2023 EOY DIBELS results 2024- LEAP 2025 results 2024-BOY DIBELS results 2024- MRA results Learning Walk Look For Tool	
November 1st, 2024			
December 9th, 2024	Analyzed and entered SPS results into SAP		
February 6th, 2025	Learning walks, MOY DIBELS, continue to monitor SAP goals, planned PLC to target and monitor non proficient 2nd grade students	DIBELS, Learning Walk Look For tool	
May 5th, 2025	Enter EOY DIBELS Data, Update SAP plan		
September 15, 2025	analyzed BOY DIBELS, LEAP 2025 Data, progress monitoring students, updated SAP with current data including sub groups	2024-2025 LEAP 2025 DIBELS BOY 2025-2026	
October 30, 2025	analyzed DIBELS progress monitoring data	DIBELS progress monitoring	
January 27, 2026	analyzed MOY DIBELS, progress monitoring data, updated SAP plan with MOY data	DIBELS MOY 2025-2026	

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?*

St. Tammany Parish 2024-2027

Schoolwide Goal

From Fall 2024 to Fall 2027, Mandeville Elementary School will increase the SPS from a 94 to 96 through a focus on foundational skills aligning core instruction with literacy measures and assisting teachers with providing data driven small group instruction.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
94	85.2		
	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS

Assessment Index (AI)

- What is your current AI in –
 - ELA? 97.2
 - Math? 84.8
 - Science? 84.9
 - Social Studies? N/A
 - Overall? 89
- Where are there opportunities for growth?
Math- major content

Progress Index (PI)

- What is your current PI in –
 - ELA? 111.9
 - Math? 110
 - Overall? 111.2
- Where are there opportunities for growth?

Interests and Opportunities (I/O)

- What is your current I/O?
- Art, Music, and PE with a certified teacher
- All students receive STEAM lab instruction once a month

DCAI (Jr. Highs ONLY)

- What is your current DCAI?
- Where are there opportunities for growth?

St. Tammany Parish 2024-2027

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	
Achieve Index (AI) - What is your current AI in – - ELA? 73.8 - Math? 49.6 - Science? 29.4 - Social Studies? 45.4 - Overall? 198.2 - Where are there opportunities for growth? Science Major Content	Growth Index (GI) - What is your current GI in – - ELA? 54.2 - Math? 56 - Lowest 25% in ELA? 55.4 - Lowest 25% in Math? 60.7 - ELL population? 22.7 - Overall? 249 - Where are there opportunities for growth?

St. Tammany Parish 2024-2027

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?

St. Tammany Parish 2024-2027

	○ 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? ● 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) - ___MRA_____
- Priority Goal #2 (Academics) - _____LEAP- MATH_____
- Priority Goal #3 (Academics) - _____DIBELS_____

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Mandeville Elementary School will increase the MRA sub-measure Empowered Learners from 81 to 85 through a focus on personal leadership habits to plan, prioritize, and persevere in their academic pursuits.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
81	85	81				
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there?

Purchased Resources to Support Priority Goals

Professional Development Offered

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?

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
85 MRA Survey	Overall 79 Subcategory 81	display personal leadership habits to plan, prioritize, and persevere in their academic pursuits					Subcategory score 73%
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Whole school implemented a goal on display in main hallway, 100% of classes and departments on campus wrote and displayed Mission Statements

Quarter 2 Reflection –

Quarter 3 Reflection –

Adult Lighthouse Team surveyed faculty using the MRA questions to monitor and reflect and plan which directly impacts student learning

End of year Reflection –

*MRA results: limited staff involvement in the completion of the MRA hoping for more staff completion next year.

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
85 MRA Survey	Overall 78 Subcategory 81	display personal leadership habits to plan, prioritize, and persevere in their academic pursuits					
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Whole school implemented a goal on display in main hallway, 100% of classes and departments on campus wrote and displayed Mission Statements

Quarter 2 Reflection –

Students set up leadership portfolios to include 3 sections (Myself, WIGs, and Celebrations); 100% of classes and grade levels Progress Monitoring for their Grade Level reading WIGs and a school wide display demonstrates progress.

Quarter 3 Reflection –

Adult Lighthouse Team surveyed faculty using the MRA questions to monitor and reflect and plan which directly impacts student learning

End of year Reflection –

*MRA results:

St. Tammany Parish 2024-2027

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Mandeville Elementary School will increase the Math Proficiency from 63% to 70% through a focus on major content in the sub category of solving problems with any operation.

	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
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St. Tammany Parish 2024-2027

All Students	63% students proficient	49% Students proficient		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	37% students proficient			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	0% students proficient			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	Economically Disadvantaged			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?	Economically Disadvantaged			
		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?

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

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?

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2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
LEAP 2025 District Checkpoints	63% proficient	use Read Draw Write strategy	evidence of RDW in class	work on two step word problems		continue to use RDW strategy to solve word problems within four operations	80.3% students proficient as evidence by District Checkpoint 2
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Most teachers had evidence of RDW in their classroom

Quarter 2 Reflection –

St. Tammany Parish 2024-2027

Quarter 3 Reflection –

Continuing to focus on RDW by focusing on major content

End of year Reflection –

***LEAP DATA

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
LEAP 2025 District Checkpoints	83.3% students proficient on District Checkpoint 1	Use RDW strategy	Evidence of RDW anchor charts in classrooms				
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

RDW anchor charts are displayed in most classrooms for students to use as reference when solving two-step word problems.

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

St. Tammany Parish 2024-2027

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Mandeville Elementary School will increase the students proficient on DIBELS from 67% to 75% through a focus on aligning core instruction with literacy measures and providing data driven small group instruction.

St. Tammany Parish 2024-2027

	2024 PI/Growth % (Baseline)		2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	67% students proficient		77% students proficient		
			Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)					
SWE	59% students proficient		65.9% students proficient/6.9% growth		
			Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	37.9% students proficient		63.3% students proficient/25.4% growth		
			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

St. Tammany Parish 2024-2027

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

How are we going to get there?

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

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?

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2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
75%-BOY DIBELS	67% end of year 2024	work in small group with tutor on targeted skills	54% proficient on BOY	work in small group with tutor on targeted skills	63% proficient on MOY	continue to be progressed monitored	77% proficient on EOY
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

St. Tammany Parish 2024-2027

Based on the beginning of year DIBELS 54% of students are proficient.

Quarter 2 Reflection –

Based on the middle of year DIBELS 63% of students are proficient.

Quarter 3 Reflection –

Students are being progress monitored and identified and intentionally tutored based off of need.

End of year Reflection –

77% of students are proficient based on EOY DIBELS screener

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
75%-BOY DIBELS	77% end of year 2025	work in small group with tutor on targeted skills	63% proficient on BOY	work in small group with tutor on targeted skills	73% proficient on MOY	continue to be progressed monitored	
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Based on the beginning of year DIBELS 63% of students are proficient.

Quarter 2 Reflection –

Based on the middle of year DIBELS 73% of students are proficient.

St. Tammany Parish 2024-2027

Quarter 3 Reflection –

Students are being progress monitored and identified and intentionally tutored based on need.

End of year Reflection –

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

St. Tammany Parish 2024-2027

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OTHER SUPPORT

When intervention is needed, how will you support students in need related to the above priority areas? What is your intervention plan? Be sure to include the resources needed for at-risk student groups?

Link/Upload your school's yearly intervention plan to the district-designated location (Title I schools ONLY).

Link/Upload your school's literacy plan that includes interventions to the district-designated location (K-3 schools ONLY).

Parent and Family Engagement (PFE) Activities

***Note - At least 3 PFE events must be scheduled EACH year, with at least one PFE event per priority goal area.**

- *How will parents be provided opportunities to give feedback and be included in the implementation of the school advancement plan and its priority areas?*

2024-25: Family Learning Night, Gallery Night, Morning Meeting, MRA Survey

2025-26: Family Learning, Gallery Night, Morning Meeting, MRA Survey

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.**

St. Tammany Parish 2024-2027

2024-25: Over 125 families attended our Family Learning Night held on November 20, 2024. It consisted of a variety of differentiated, hands-on activities run by faculty and staff, as well as students and teachers from our feeder schools. Stations focused on ELA, Math, Leader In Me, Art, and Science. Families got to choose which stations to attend with their children.

2025-26:

2026-27:

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

2024-25: Teachers communicate weekly with parents on standards being taught, Home Connect letters, standard based tests, and district letters stating intervention plans.

2025-26: Teachers communicate weekly with parents on standards being taught, Home Connect Letters, standard based tests, and district letters stating intervention plans.

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: Schoolwide Meet & Greet before school starts, Beginning of year Open House, 3rd grade students visit middle schools at the end of year

2025-26: Schoolwide Meet & Greet before school starts, Beginning of year Open House, 3rd grade students visit middle schools at the end of year

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

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?*

St. Tammany Parish 2024-2027

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