

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).

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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 as 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	
<ul style="list-style-type: none"> ● ELA (Assessment Index 94.8) <ul style="list-style-type: none"> ○ ELA continues to show growth year after year. ○ the current 2024-2025 AI increased 1.9 from 92.9 in 2023-2024 	<ul style="list-style-type: none"> ● Science (Assessment Index 74.7) <ul style="list-style-type: none"> ○ the current 2024-2025 AI dropped from 82.4 in 2023-2024 ● Math (Assessment Index 81.9) <ul style="list-style-type: none"> ○ the current 2024-2025 AI increased 0.9 from 80 in 2023-2024
At-Risk Student Groups (SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)	
<ul style="list-style-type: none"> ● At Risk Groups - SWE ELA (Assessment Index 52.1) 	<ul style="list-style-type: none"> ● At Risk Groups - SWE Math (Assessment Index 35.3)
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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<ul style="list-style-type: none"> ● Supportive Environment for Staff (83%) <ul style="list-style-type: none"> ○ Built in master schedule daily common planning for core content teachers ○ Bi-weekly PLCs scheduled for core content teachers ○ Off campus Professional Development ○ Support from Curriculum Specialists ○ Leader in Me adult meetings scheduled monthly 	<ul style="list-style-type: none"> ● Goal Achievement (72%) <ul style="list-style-type: none"> ○ Data review ○ WIG development ○ WIG tracking ○ Development of Personal Goals ○ Tracking of Personal Goals ● In 2023-2024 In school suspension rate was 7.46%. In 2024-2025, In school suspension rate was 8.04%. In 2023-2024, OSS rate was 4.87%. In 2024-2025, OSS rate was 5.05%. ● In 2025-2026, we want to have In school suspension rate under 7%, and OSS rates under 5%. ● MRA Breakdown: <ul style="list-style-type: none"> ○ +2 in Staff Leadership (76 to 78) ○ -3 in Supportive Environment for Staff (83 to 80) ○ +2 in Life Readiness (75 to 77)
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2025-26

STUDENT ACHIEVEMENT DATA

All Students

<ul style="list-style-type: none"> ● ELA (Assessment Index 94.6) <ul style="list-style-type: none"> ○ ELA continues to be the highest performing content year after year. ○ the current 2025-2026 AI decreased .2 from 94.8 in 2024-2025 ● Social Studies (Assessment Index 84.8) 	<ul style="list-style-type: none"> ● Science (Assessment Index 83) <ul style="list-style-type: none"> ○ the current 2025-2026 AI increased from 74.7 in 2024-2025 ● Math (Assessment Index 80.1) <ul style="list-style-type: none"> ○ the current 2025-2026 AI decreased 1.8 from 81.9 in 2024-2025
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<ul style="list-style-type: none"> ○ the current 2025-2026 AI increased from 76.7 in 2023-2024 	
<p>At-Risk Student Groups (SWE, ESL, and the lowest performing 25% in ELA and math data <u>must</u> be included as well as any other potential labeled student group)</p>	
<ul style="list-style-type: none"> ● At Risk Groups - SWE ELA (Assessment Index 38.4) <ul style="list-style-type: none"> ○ highest performance of content yet dropped significantly from prior year with a decrease of 13.1 in AI from 52.1 	<ul style="list-style-type: none"> ● At Risk Groups - SWE Math (Assessment Index 26.6) <ul style="list-style-type: none"> ○ lowest performance of content; decrease of 8.9 from prior year in AI from 35.5
<p>SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)</p>	
<ul style="list-style-type: none"> ● Supportive Environment for Staff (80%) <ul style="list-style-type: none"> ○ Built in master schedule daily common planning for core content teachers ○ Bi-weekly PLCs scheduled for core content teachers ○ Off campus Professional Development ○ Support from Curriculum Specialists ○ Leader in Me adult meetings scheduled monthly 	<ul style="list-style-type: none"> ● Goal Achievement (100%) <ul style="list-style-type: none"> ○ Data review ○ WIG development ○ WIG tracking ○ Development of Personal Goals ○ Tracking of Personal Goals
<p>2026-27</p>	
<p>STUDENT ACHIEVEMENT DATA</p>	
<p>All Students</p>	
<p>At-Risk Student Groups</p>	

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(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)	

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)

Schoolwide, teachers and students will use student data to drive instructional practices and to set both school and personal goals.

Leadership Goal:

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

Leadership goal for this year will be the Domain Instructional Leadership, with the indicator Curriculum and Assessment. Descriptor: the leader develops teachers to utilize systems where teachers analyze formative and summative data to monitor and systematically adjust teaching and learning as needed to meet student achievement goals and increase their proficiency.

2024-25

Across each curriculum, increase the number of lessons where the students will work together to use concepts and skills learned in class to solve real-world problems.

Leadership goal for this year will be the Domain Instructional Leadership, with the indicator Curriculum and Assessment. Descriptor: Develops all teachers' abilities to effectively utilize established schoolwide instructional plans where high-quality instructional materials are consistent with schoolwide goals

2025-26

Schoolwide, teachers will be rated using the Louisiana Educator Rubric (NIET) for the first time. Coaching plans will be created to

Leadership goal for this year will be the Domain Instructional Leadership, with the indicator Teacher Effectiveness.

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assist teachers in continuous growth, which is key for student achievement.	Descriptor: Develops and supports a leadership team’s ability to provide evidence from the observed lesson that connects to an overall area of strength, an area of growth, and a specific recommendation for next steps.
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
8/12/2024	Conduct observations using the instrument developed the previous year to determine carryover concerns	ILT Instrument	Continuing to see carryover concerns (use of instructional objectives and referring to the throughout the lesson)
9/9/2024	Discussed creating NIET look-fors specific to core content for observational purposes	ILT Instrument	Look-For Instrument was created for each core content area
9/30/2024	Discussed observations that were conducted using the NIET core content look-for instruments	ILT Instrument NIET Core Look-For Instruments	Continue to collect data
10/28/2024	Discussed observations that were conducted using the NIET core content look-for instruments	ILT Instrument NIET Core Look-For Instruments	Continue to collect data
11/18/2024	Discussed observations that were conducted using the NIET core content look-for instruments	ILT Instrument NIET Core Look-For Instruments	Continue to collect data
12/16/2024	Discussed observations that were conducted using the NIET core content look-for instruments	ILT Instrument NIET Core Look-For Instruments	Continue to collect data
2/4/2025	Look at data trends; adjust professional development focus	ILT Instrument NIET Core Look-For Instruments	Continue to collect data

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2/24/2025	Discussed observations that were conducted using the NIET core content look-for instruments	ILT Instrument NIET Core Look-For Instruments	Continue to collect data
3/31/2025	Discussed observations that were conducted using the NIET core content look-for instruments	ILT Instrument NIET Core Look-For Instruments	Continue to collect data
4/28/2025	Discussed observations that were conducted using the NIET core content look-for instruments	ILT Instrument NIET Core Look-For Instruments	Continue to collect data
5/19/2025	Look at data trends; adjust professional development focus	ILT Instrument NIET Core Look-For Instruments	Determine focus for next year
8/2025	Conduct observations using the instrument developed the previous year to determine carryover concerns	ILT Instrument	Continuing to see carryover concerns (use of instructional objectives and referring to them throughout the lesson)
9/2025	Discussed creating NIET look-fors specific to core content for observational purposes	ILT Instrument	Look-For Instrument was created for each core content area
10/2025	Discussed observations that were conducted using the NIET core content look-for instruments	ILT Instrument NIET Core Look-For Instruments	Continue to collect data
11/2025	Discussed observations that were conducted using the NIET core content look-for instruments	ILT Instrument NIET Core Look-For Instruments	Continue to collect data
12/2025	Discussed observations that were conducted using the NIET core content look-for instruments	ILT Instrument NIET Core Look-For Instruments	Continue to collect data

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1/2026	Discussed observations that were conducted using the NIET core content look-for instruments	ILT Instrument NIET Core Look-For Instruments	Continue to collect 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, *Madisonville Junior High School* will increase the SPS from **92.1** to **95.1** through a focus on *teachers and students using student data to drive instructional practices and to set both school and personal goals.* (use school improvement focus area listed above).

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
92.1	93.1	94.1	95.1
	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: 94.8**
 - **Math: 81.9**
 - **Science: 74.7**
 - **Social Studies: field testing 2023-2024**
 - **Overall: 84.1**
- **Where are there opportunities for growth?**

Progress Index (PI)

- **What is your current PI in –**
 - **Overall: 86.8**
- **Where are there opportunities for growth?**
 - Identifying students who would benefit from direct intervention, either from a teacher, Lexia, or iReady. Placement in a study skills class would allow us to support these students.

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<ul style="list-style-type: none"> ○ Science and Math, specifically in application to real-world scenarios. 	
<p>Interests and Opportunities (I/O)</p> <ul style="list-style-type: none"> ● What is your current I/O? 145+ ● Where are there opportunities for growth? <ul style="list-style-type: none"> ○ Offer a variety of electives and extra curricular opportunities for students to engage in. 	<p>DCAI (Jr. Highs ONLY)</p> <ul style="list-style-type: none"> ● What is your current DCAI? 141.9 ● Where are there opportunities for growth? <ul style="list-style-type: none"> ○ Offer additional sections of High School credit courses ○ Identifying students who would benefit from direct intervention, either from a teacher, Lexia, or iReady. Placement in a study skills class would allow us to support these students.
<p>ACT Index (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current ACT index? ● Where are there opportunities for growth? 	<p>Strength of Diploma Index (SOD) (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current SOD? How many students/What percent earned- <ul style="list-style-type: none"> ○ 160? ○ 150? ○ 115? ○ 110? ○ 100? ● Where are there opportunities for growth?

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<p>Graduation Rate (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate? ● Where are there opportunities for growth? 	<p>Graduation Rate Index (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate index?
<p align="center">2025-26 Components of SPS</p>	
<p>Achieve Index (AI)</p> <ul style="list-style-type: none"> ● What is your current AI in – <ul style="list-style-type: none"> ○ ELA: ○ Math: ○ Science: ○ Social Studies: ○ Overall: ● Where are there opportunities for growth? <ul style="list-style-type: none"> ○ 	<p>Growth Index (GI)</p> <ul style="list-style-type: none"> ● What is your current GI in – <ul style="list-style-type: none"> ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall? ● Where are there opportunities for growth?
<p>Thrive Index (TI) (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall TI? ● Where are there opportunities for growth? 	<p>Readiness on Nationally Recognized Exams (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current percentage of students earning at least- <ul style="list-style-type: none"> ○ ACT of 20? ○ SAT of 1040? ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? ● Where are there opportunities for growth?

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<p>University Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? ● Where are there opportunities for growth? 	<p>Career Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? <p>How many students/What percent earned-</p> <ul style="list-style-type: none"> ○ Basic bundle + internship? ○ Advanced credential + internship? ○ 2 years of FF-aligned registered apprenticeship? ○ Certificate of technical studies in high wage/high demand industry? <ul style="list-style-type: none"> ● Where are there opportunities for growth?
<p>Service Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? <p>How many students/What percent have-</p> <ul style="list-style-type: none"> ○ Signed military acceptance letter? ○ Service Academy acceptance? <ul style="list-style-type: none"> ● Where are there opportunities for growth? 	<p>Graduation Rate (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate? ● Where are there opportunities for growth?
<p>2026-27 Components of SPS</p>	
<p>Achieve Index (AI)</p> <ul style="list-style-type: none"> ● What is your current AI in – <ul style="list-style-type: none"> ○ ELA? ○ Math? ○ Science? ○ Social Studies? ○ Overall? ● Where are there opportunities for growth? 	<p>Growth Index (GI)</p> <ul style="list-style-type: none"> ● What is your current GI in – <ul style="list-style-type: none"> ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall?

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	<ul style="list-style-type: none"> ● Where are there opportunities for growth?
<p>Thrive Index (TI) (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall TI? ● Where are there opportunities for growth? 	<p>Readiness on Nationally Recognized Exams (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current percentage of students earning at least- <ul style="list-style-type: none"> ○ ACT of 20? ○ SAT of 1040? ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? ● Where are there opportunities for growth?
<p>University Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? ● Where are there opportunities for growth? 	<p>Career Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? <p>How many students/What percent earned-</p> <ul style="list-style-type: none"> ○ Basic bundle + internship? ○ Advanced credential + internship? ○ 2 years of FF-aligned registered apprenticeship? ○ Certificate of technical studies in high wage/high demand industry? <ul style="list-style-type: none"> ● Where are there opportunities for growth?
<p>Service Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? <p>How many students/What percent have-</p> <ul style="list-style-type: none"> ○ Signed military acceptance letter? 	<p>Graduation Rate (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate? ● Where are there opportunities for growth?

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<ul style="list-style-type: none">○ Service Academy acceptance?● Where are there opportunities for growth?	
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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) - Goal Setting - From Fall 2024 to Fall 2027, Madisonville Jr. High School will increase the MRA sub-measure of student goals from 72 to 75 through a focus on student analysis of their own data to set realistic, meaningful, and measurable goals.
- Priority Goal #2 (Academics) - Math - From Fall 2024 to Fall 2027, Madisonville Junior High School will increase the Math percent proficient from 51.4% to 55.9% through a focus on *analysis of student work and formative and summative assessments to make instructional decisions.*
- Priority Goal #3 (Academics) - Science - From Fall 2024 to Fall 2027, Madisonville Junior High School will increase the Science percent proficient from 44.4% to 47% through a focus on the “Investigate” domain by *analysis of student work and formative and summative assessments to make instructional decisions.*

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Madisonville Jr. High School will increase the MRA sub-measure of student goals from 72 to 75 through a focus on student analysis of their own data to set realistic, meaningful, and measurable goals.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
72	73	74	74		75	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there?

Each quarter, the Lighthouse Team will look at behavioral and academic data to determine school-wide WIGs. Also, each quarter, students will identify, document, and track a personal goal. This will all be done during our Eagle’s Nest Homeroom time.

[Purchased Resources to Support Priority Goals](#)

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Professional Development Offered

- 7 Habits of Highly Effective People training for all staff
- Core One training for all staff
- Leader in Me website and resources
- Goal setting and tracking PD delivered through PLCs, Leader in Me agendas accessed through weekly school newsletters, and follow up professional development as needed through monthly faculty meetings.

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?

- Student success criteria will be measured by 80% or more of our students developing and tracking a personal goal each 9 weeks.
- We will compare personal goal data to behavioral and academic goal data to determine if it's making an impact.
- Each week, we should see students inputting data into a school-wide data collection form and reflecting on their progress, or lack thereof. Teachers will also meet with students who are struggling with their goals to develop plans during data chats.

2024-25

Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
ACADEMIC - Measured by iReady data and Jpams reports STUDENT BEHAVIOR - Measured by detention data and Jpams discipline reports PERSONAL -	0% for all quarters	Academic Goal - ONLY iReady, 73% of students met this goal. During Quarter 1, the behavioral goal centered around being in dress code. There was 97% compliance	Students met one of the three goals (behavioral) this quarter.	Academic: 80% of students will pass 1 iReady My Path/per week + pass all four core classes with 70% or higher by the end of the quarter. Behavior: Student minor	Academic Goal - We fell short: Only 67% of students met the goal. Behavior Goal - students fell short and total behaviors increased	Academic: 75% of students will complete 1 IReady a week and pass all core classes.	Academic Goal - We surpassed our goal: Only 88% of students met the goal.

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<p>Measured by self-reporting Google Form found in Weekly Agenda</p>		<p>with these expectations. Insufficient data was collected to determine whether or not the students developed and tracked their goals.</p>		<p>and major discipline for disruptions and/or disrespect will decrease by 50%. Personal: 80% of students will check their grades and input their data into their data review charts each week.</p>	<p>from 79 to 147. Personal Goal - insufficient data was collected so we were unable to determine how many students tracked their progress in their data charts.</p>			
			<p align="center">Met Goal? Y N</p>			<p align="center">Met Goal? Y N</p>	<p align="center">Met Goal? Y N</p>	

Quarter 1 Reflection –

Only one of the three goals for the first nine weeks were met which was the behavioral goal. We monitored weekly goal setting data, displayed it on the data wall, input and conveyed information to teachers via the weekly newsletter. From the data collected, areas of concern were addressed during our staff monthly faculty meeting. New goals were set during the Leader in Me meeting still having an academic, behavioral, and personal goal. With continuing to clearly communicate expectations, we are confident our teachers understand what to do and how to deliver during homeroom where goal setting and monitoring occurs.

Quarter 2 Reflection –

None of the three goals were met for Q2. We monitored and reported on weekly progress toward each goal both on the data wall, in the Q2 WIG Sheet shared with all faculty and students through Google, and conveyed progress through our weekly newsletter. During the Adult Lighthouse

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meeting at the end of the quarter, it was decided that the Q2 goals may have been too lofty and that a more grassroots approach for Q3 goals might be more successful. With continuing to clearly communicate expectations, we are confident our teachers understand what to do and how to deliver during homeroom where goal setting and monitoring occurs.

Quarter 3 Reflection –

All goals for Q3, except for one schoolwide academic goal, were created in homerooms and by individuals rather than by the Adult Lighthouse team. Our hope was that by having a more grassroots approach, buy-in would increase. The homeroom WIG rollout was a success and we saw more buy-in from teachers and students alike. We also saw an increase in buy-in for our schoolwide academic WIG and the students surpassed the goal.

End of year Reflection –

Overall, our goal-setting goal was met for the school year as we saw a huge increase in goal setting and our MRA Goal Achievement: Student Goals score went from 72 to 74.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
70% of students will pass 1 IReady per week through 8/29; Updated WIG: 70% of students will spend a minimum of 30 minutes and pass 2 skills per week	0%	51% of students achieved this goal.	Students did not meet this quarter's goal.	75% of students will spend a minimum of 30 minutes and pass 2 skills per week in MyPath	72% of students were successful, which means we did not attain this goal.	75% of students will complete one iReady skill per week and complete 4 targeted math practices by the end of the quarter.	

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in MyPath									
			Met Goal? Y N			Met Goal? Y N			Met Goal? Y N

Quarter 1 Reflection –

While over half of our students did attain this goal, it was evident that there were concerns about teachers understanding what students were actually expected to do to complete this task, which negatively impacted our ability to achieve this goal.

Quarter 2 Reflection –

The goal was shifted for the second quarter, which helped us get closer to our goal. However, the goal still needed to be tweaked to make sure that we were abundantly clear in our expectations for this quarter’s intervention time.

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

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	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N
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Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Madisonville Junior High School will increase the Math percent proficient from 51.4% to 55.9% through a focus on analysis of student work to make instructional decisions.

	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
All Students	All Students: 51.4%	All Students: 53.7%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

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	7th grade: 48.6% 8th grade: 46.9% Algebra 1: 97.8%	7th grade: 51.7% 8th grade: 44.8% Algebra 1: 98.4%		
Student Group(s)				
SWE	10/67= 15%	13/64=20%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	0/4=0%	1/5=20%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	43% growth	44.4% growth		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?	32.9% growth	23.7% growth		
	216 Students	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?

- Common planning time for core teachers within master schedule
- PLC with admin and TRT support bi-weekly
- Support and guidance of curriculum specialist during PLCs

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- Analysis of iReady diagnostic, District Checkpoint, and LEAP 360 data
- Use of iReady Look-For tool during ILT walkthroughs; feedback and follow up with teachers

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

Professional Development Offered
<ul style="list-style-type: none"> ● Professional development based on all of the above.

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?

- Student success will look like mastery of standards on common assessments. We will know if efforts are making an impact if students are making adequate progress on assessments and overall. We should see students engaging in meaningful mathematical discourse, persevering in problem solving, reflecting and assessing their own learning to indicate high levels of conceptual understanding.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
IReady Fall Diagnostic	mid-above: 5% early-on: 24% 1 GL Below: 43% 2 GL Below: 10% 3+ GL Below: 18%						

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District Checkpoint				7th Grade: Average Percent Correct 57.1 with 22.5% Not Meeting Expectations				
				8th Grade: Average Percent Correct 54.5 with 21.2% Not Meeting Expectations				
IReady Winter Diagnostic						mid-above: 19% early-on: 38% 1 GL Below: 30% 2 GL Below: 4% 3+ GL Below: 9%		
			Met Goal? Y N			Met Goal? Y N		

Quarter 1 Reflection –

Students performed lower on the fall diagnostic than expected. Expectation coming from analysis of student historical LEAP assessment data. Teachers began with goal setting with students noting prior year’s level. Students will begin working on weekly MyPath IReady lessons to bridge skill deficits. Teachers will use the Ready Classroom curriculum which has embedded Standards for Mathematical Practice within each lesson and use a range of data to drive instruction.

Quarter 2 Reflection –

There is evidence of progression towards goals. From analysis of the Checkpoint, we determined areas of mastery and need along with a plan of action for continued academic progress. Teachers noted the correlation of low performing items being technology enhanced. One area of weakness is the exposure using standards based technology enhanced items.

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Quarter 3 Reflection –

Students met WIG goal for passing weekly MyPath IReady lessons this quarter. Performance on IReady Winter Diagnostic was on target and the overall growth was high. Teachers note there is progression in working together to have meaningful mathematical discourse and persevering through problem solving. They will continue to support students while building high levels of conceptual understanding.

End of year Reflection –

7th grade has noted great strides in persevering in problem solving and are overall extremely pleased with how well their students work together in having meaningful mathematical discourse. Teachers note data supports high levels of students mastery of standards at the end of this quarter.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
IReady Fall Diagnostic	mid-above: 5% early-on: 24% 1 GL Below: 47% 2 GL Below: 11% 3+ GL Below: 13%						
District Checkpoint				7th Grade: Average Percent Correct 63.6% with 20% of students not meeting expectations			

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				<p>ATA: 73.3% Correct with 1.4% Not Meeting Expectations</p> <p>8th Grade: Average Percent Correct 60.5% with 17% of students not meeting expectations</p>			
IReady Winter Diagnostic						<p>mid-above: 16% early-on: 36% 1 GL Below: 32% 2 GL Below: 7% 3+ GL Below: 8%</p>	
			Met Goal? Y N			Met Goal? Y N	Met Goal? Y N

Quarter 1 Reflection –

Teachers began the year setting goals with students, using the previous year’s performance levels and fall IReady diagnostic as a reference. Students will complete two skills weekly in MyPath i-Ready lessons to address skill gaps. In addition, teachers will implement the Ready Classroom curriculum, which integrates the Standards for Mathematical Practice into each lesson and will use multiple data sources to guide instruction.

Quarter 2 Reflection –

There is evidence of progression towards goals. From analysis of the Checkpoint, we determined areas of mastery and need along with a plan of action for continued academic progress. Teachers noted the correlation of low performing items being technology enhanced. One area of weakness is the exposure using standards based technology enhanced items.

Quarter 3 Reflection –

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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 –

Priority Area #3 Goal

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From Fall 2024 to Fall 2027, Madisonville Junior High School will increase the Science percent proficiency from 44.4% to 47% through a focus on the “Investigate” domain by analysis of student work to make instructional decisions.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	44.4% proficient overall 7th grade: 42.97% 8th grade: 45.45%	54.9% proficient overall 7th grade: 59.9% 8th grade: 49.9%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	11/67=16%	7/64=11%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	NA	½=20%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	43% growth	44.4% growth		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?	32.9% growth	23.7% growth		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?	NA	NA		

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		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
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How are we going to get there?

- Common planning time for core teachers within master schedule
- PLC with admin and TRT support bi-weekly
- Support and guidance of curriculum specialist during PLCs
- Analysis District Checkpoint, and LEAP 360 data
- Use of NIET Look-For tool during ILT walkthroughs; feedback and follow up with teachers

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

Professional Development Offered
<ul style="list-style-type: none"> ● Professional development based on all of the above.

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?

- Student success will look like mastery of standards on common assessments. We will know if efforts are making an impact if students are making adequate progress on assessments and overall. We should see students interacting and investigating collaboratively in pairs or groups, being facilitated by the teacher. Meaningful scientific discussions and CER writing should reflect high levels of conceptual understanding and application of skills and concepts

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
District Diagnostic	7th=45% 8th=45.2%						

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District Checkpoint 1	0%	7th=55.1% 8th=63.5%	59.3% overall				
District Interim				7th=67.7% 8th=62.8%	65.25% overall		
District Checkpoint 2						7th=65.9% 8th=70.9%	68.4% overall
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

This is the first time our students have taken the district checkpoint, so we wonder if that has something to do with the low level of student performance. The Science PLC will decompose and analyze the data from this checkpoint to determine how to move forward.

Quarter 2 Reflection –

There is evidence of growth during the 2nd quarter in the form of the District Interim. Science dept focused on supplementing the Amplify curriculum on standards that were going to be specifically addressed on the District Interim. We also developed unit assessments in Illuminate and targeted specific question types that subgroups performed lower on on the District Checkpoint 1.

Quarter 3 Reflection –

In 3rd quarter overall there was 3.15% growth measured by the 2nd Science District Checkpoint. Our science teams continued to collaborate during PLC where we analyzed standards and types of questions. We continued to give in class assessments in Illuminate, increasing our student’s familiarity with and comfort with using the platform for testing. We also supplemented the standards with activities on the Carbon Cycle and Natural Selection that were provided by the science curriculum specialist.

End of year Reflection –

The student progress on the District Assessments indicated progress towards our goals during each quarter this year. This is largely attributed to the constant collaboration and communication between the members of the science department grade level teams. Common planning was instrumental because it allowed teachers to examine student work, and look for topics and standards that needed remediation or extra attention.

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The teachers also utilized Illuminate (DNA) testing platform this year exclusively, to help our students feel more comfortable with the question and testing style that would be used on the District assessments and on LEAP.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
District Diagnostic	7th=41.6% 8th=52.7%						
District Checkpoint 1		7th =51.4% 8th=67.3%					
District Interim				7th =69.3% 8th=66.5%			
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

After analysis of class and individual LEAP scores, we predicted students’ performance would be higher on the diagnostic. During Science PLC we will decompose and analyze the data from this checkpoint to determine how to move forward.

Quarter 2 Reflection –

There were changes to checkpoint 1 for both grade levels. Teachers agree on highest percent of questions missed were technology enhanced items; noting not a content issue but how to maneuver through those items. Teachers will plan specific practice with these types of assessment tasks. During common planning, teachers will continue to plan collaboratively and supplement the Amplify curriculum to meet grade level standards.

Quarter 3 Reflection –

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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 –

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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: Parental involvement in the analysis of data and development of the SAP; feedback via Google Forms posted on the website

- Parent Meeting (PTA) to share SAP plan and SPS information .
- MRA

2025-26:

- Parent Meeting (PTA) to share SAP plan and SPS information .
- MRA

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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- **Schedule Walks** - Right before school begins in August, parents and students are invited to campus to “walk” their schedules. This provides both students and parents to get familiar with the school and quickly “meet” the teachers and faculty quite often helping to quell the anxiety and fear of our incoming students.
- **Incoming Student Parent Info Night** - Toward the end of the school year, MJH hosts a parent night for all incoming 7th graders and their parents. At the beginning of the night, the principal gives parents and students an overview of the school, including scheduling, athletics, and transportation, as well as the expectations set for students regarding grades, uniforms, IDs, cell phones. Students and parents then have an opportunity to familiarize themselves with the campus through a guided tour.
- **MJH Family Habits Night** - Lighthouse students and teachers give families a tour of the school and focus on how we embed the 7 Habits into our daily lives and school culture.

2025-26:

- **Schedule Walks** - Right before school begins in August, parents and students are invited to campus to “walk” their schedules. This provides both students and parents to get familiar with the school and quickly “meet” the teachers and faculty quite often helping to quell the anxiety and fear of our incoming students.
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- **MJH Family Habits Night** - Lighthouse students and teachers give families a tour of the school and focus on how we embed the 7 Habits into our daily lives and school culture.

2026-27:

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

2024-25:

- Google Classroom
- STPPS Website

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- **Robocalls**

2025-26:

- **Google Classroom**
- **STPPS Website**
- **Robocalls**

2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25:

- **Constant communication with Lancaster/CHS/MHS administration**
- **LES Visit for incoming students**
- **Skipper Day and Cub Day for outgoing students**
- **Incoming Student Parent Info Night**

2025-26:

- **Constant communication with Lancaster/CHS/MHS administration**
- **LES Visit for incoming students**
- **Skipper Day and Cub Day for outgoing students**
- **Incoming Student Parent Info Night**

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									

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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?*

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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?*

Parent and Family Engagement Reflection:

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

Event Name: Schedule Walks

Date/Time:

Targeted Priority Area: incoming 7th graders, new 8th graders

Number of Participants: 85% of students attend

Summary of Parent Feedback/Exit Tickets/Survey: feedback received in the form of verbal praise and emails were highly positive. Parents were grateful for the opportunity to visit the campus and walk a typical day with their students.

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?*

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Date/Time:

Targeted Priority Area:

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

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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?*

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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?*