

ST. TAMMANY JUNIOR HIGH
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, WORKKEYS, IBCS, GRAD RATE, ETC.	
All Students	
ASSESSMENT INDEX INCREASE 6 TH GR (ELA +0.4, MATH +3.3, SCI +0.5)	ASSESSMENT INDEX DECREASE WHOLE SCHOOL (ELA -7.6, MATH -3.4, SCI -1.9)
ASSESSMENT INDEX INCREASE 7 TH GR COHORT (ELA +4.4, SCI +12.2)	ASSESSMENT INDEX DECREASE 8 TH GR COHORT (ELA -5.9, MATH -12.5, SCI -1.3)
At-Risk Student Groups (SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)	
ASSESSMENT INDEX INCREASES HISPANIC/LATINO (SCI +11.2) ECONOMICALLY DISADVANTAGED (SCI +1.7) ENGLISH LEARNERS (MATH +1.0, SCI +14.1)	ASSESSMENT INDEX DECREASES SWE (SCI -7.6, ELA -9.4, MATH -7.7) ENGLISH LEARNERS (ELA -1.2)

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SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
OVERALL DISCIPLINE REFERRALS DURING INSTRUCTIONAL TIME DECREASED 35% (2022-23 = 951; 2023-24 = 617)	MRA TEACHER REPORT SCORE OF 58% IN THE SCHOOL GOALS CATEGORY
OVERALL % OF STUDENTS RECEIVING OSS DECREASED 1% (2022-23 = 18.5%; 2023-24 = 17.5%)	MRA STUDENT REPORT SCORE OF 61% IN THE SUPPORTIVE TEACHERS CATEGORY
MRA STUDENT REPORT SCORE OF 70% IN THE SELF-ADVOCACY CATEGORY	MRA FAMILY REPORT SCORE OF 62% IN THE FAMILY ENGAGEMENT CATEGORY
MRA TEACHER REPORT SCORE OF 71% IN THE INTERPERSONAL EFFECTIVENESS AND INSTRUCTIONAL EFFICACY CATEGORIES	MRA ALL STAFF REPORT SCORE OF 59% IN THE SCHOOL CLIMATE CATEGORY
MRA FAMILY REPORT SCORE OF 70% IN THE INTERPERSONAL DEVELOPMENT CATEGORY	
2025-26	
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)	

2026-27

STUDENT ACHIEVEMENT DATA

All Students

At-Risk Student Groups

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

SCHOOL CULTURE DATA - MRA

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

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

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

School Improvement Focus Area

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

Leadership Goal

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

2024-25

Instructional Focus-

- Openly/transparently reflects on his/her own leadership practice resulting in strategic action plans that lead to a significant increase in student achievement and teacher proficiency.
- Create and implement a schoolwide schedule and routines that maximize instructional time; monitors effectiveness and makes adjustments when necessary with input from other instructional leaders or key personnel.
- Plan and prioritize schedules in order to engage in instructional leadership activities focused on teaching and learning.
- Ensures teachers have access to and effectively use high-quality instructional materials to instruct all students; regularly monitors teachers' use of these materials and evaluates the impact on student achievement.
- Plan and prioritize instructional practices based on system and school goals when making decisions and system levels to implement local and school wide initiatives that consistently

Capacity Building

1. Reflective Practices
2. Leadership Development
3. Collaborative Practices
4. Continuous Improvement

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result in gains in student achievement and educator effectiveness.	
2025-26	
Instructional Focus- • Openly/transparently reflects on his/her own leadership practice resulting in strategic action plans that lead to a significant increase in student achievement and teacher proficiency. • Create and implement a schoolwide schedule and routines that maximize instructional time; monitors effectiveness and makes adjustments when necessary with input from other instructional leaders or key personnel. • Plan and prioritize schedules in order to engage in instructional leadership activities focused on teaching and learning. • Ensures teachers have access to and effectively use high-quality instructional materials to instruct all students; regularly monitors teachers' use of these materials and evaluates the impact on student achievement. • Plan and prioritize instructional practices based on system and school goals when making decisions and system levels to implement local and school wide initiatives that consistently result in gains in student achievement and educator effectiveness.	Capacity Building 1. Reflective Practices 2. Leadership Development 3. Collaborative Practices 4. Continuous Improvement
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
Sep 9, 2024	Review school data and ensure school-wide focus	2023-2024 LEAP data - Student discipline data	Roll out the because/but/so strategy school-wide to address writing. Teachers use 2-3 times a week in core instruction
Oct 14, 2024	Develop student work analysis (SWA) protocol grounded the standards based curriculum. Produce plans with objectives and end products for PLC meetings .	- Feedback from curriculum specialist and supervisor learning walks. - Intervention data - Student work (formative and summative assessment) - First Quarter grades - Teacher Gradebooks	Set a goal for student work and assessments Implement PLC Meeting Plans
Oct 15, 2024	NIET Walkthrough Learning walk with NIET representative, Director of C&I, Assistant Superintendent Dr Langlois , Supervisor Amy Barrow, Principal Vince DiCarlo, Assistant Principal Leslie Gross-Smith and instructional coach Ramona Stein	- Teacher lesson plans - Walk through look for tools	Reflect with teachers individually to address areas of growth Follow up observations
Oct 18, 2024	LDOE Meeting In attendance: Andrew Knock, Ramona Stein and Amy Barrow Assess ILT LRP elements and implementation	- SAP Plan - ILT Long Range Plan	

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	Utilize ILT LRP to inform teacher collaboration planning Establish teacher collaboration cycle goals and supporting long range plans		
Oct 24, 2024	SAP Plan Review Continue to analyze data and finalize goals on SAP		
Nov 7, 2024	Checkpoint Data Review Review STJH's District checkpoint data to develop a plan to address areas of weakness identified		
Nov 13, 2024	NIET Team Meeting Follow up to assess school progress since		
Nov 18, 2024	SSI Team Meeting Review the data from school's SSI goals and discuss action steps for each member of the team		
Dec 9, 2024	ILT Meeting		
Jan 6, 2024	ILT Meeting		
February 5, 2024	LDOE -School Support Institute		
February 10, 2024	ILT Meeting		
Mar 10, 2024	ILT Meeting		
April 28, 2024 Date	NIET Meeting		
May 5, 2025	ILT Meeting		

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, ST TAMMANY JUNIOR HIGH School will increase the SPS from 60.1 to 69.1 through a focus on Instructional Practices.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
60.1	63.1	66.1	69.1
	Met Goal? Y N 60.9	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS

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Assessment Index (AI) • What is your current AI in – ○ ELA? 52.1: ○ Math? 36.9 ○ Science? 36.1 ○ Social Studies? N/A ○ Overall? 43.8 • Where are there opportunities for growth? - Relative to other subjects - Math & Science - Overall AI	Progress Index (PI) • What is your current PI in – ○ ELA ○ Math ○ Overall? 74.6 • Where are there opportunities for growth?
Interests and Opportunities (I/O) • What is your current I/O? 131.5/150 • Where are there opportunities for growth? TA3 (School offers Arts course to a percentage of students)	DCAI (Jr. Highs ONLY) • What is your current DCAI? 128.9 • Where are there opportunities for growth? N/A
2025-26 Components of SPS	
Achieve Index (AI) • What is your current AI in – ○ ELA? 51.8 ○ Math? 38 ○ Science? 39.5 ○ Social Studies? 39.4 ○ Overall? 43.1 • 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? 75.6

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All grades • ELA literary text and writing performance • 7th and 8th grade Math major content • 6th grade Math expression mathematical Reasoning	• 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?

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) - School Climate
- Priority Goal #2 (Academics) - ELA - Written Performance
- Priority Goal #3 (Academics) - Math - Major Content

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, ST TAMMANY JUNIOR HIGH School will increase the MRA sub-measure SCHOOL CLIMATE from 59 *needs improvement* to 75 *satisfactory* through a focus on Leader in Me instruction.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
59	62	65	70		75	
	Met Goal? ☐ Y		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 the LIM /Intervention time.

[Purchased Resources to Support Priority Goals](#)

Professional Development Offered

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- 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 monthly school newsletters, and follow up professional development as needed through monthly faculty meetings.
- PLC Conference

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 participate in weekly Leader in Me lessons
- Students will exhibit behaviors outlined in the 7 Habits
- Student participation in quarterly reward events will increase (Teachers will track and input LIM data quarterly)

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
GOAL: Student participation in Quarterly Reward Events will increase by 3% each Quarter DATA: % Student Participation/ Recognition in Quarterly Events	56% of all Students received a Discipline Referral in the 2023-24 School Year	47% of Students to be eligible to participate in the End of 1st Quarter Reward Event	79% of Students were eligible to participate in the End of 1st Quarter Reward Event	82% of Students to be eligible to participate in the End of 2nd Quarter Reward Event	41% of Students were eligible to participate in the End of 2nd Quarter Reward Event	44% of Students to be eligible to participate in the End of 3rd Quarter Reward Event	48% of Students were eligible to participate in the End of 3rd Quarter Reward Event
			Met Goal?		Met Goal?		Met Goal?

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	Y		N		Y
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2025-26							
Goal and Data Used	Baseline	1st Quarter STW	Results	2nd Quarter STW	Results	3rd Quarter STW	Results
Each quarter teachers/students set WIGs							
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

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

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Priority Area #2 Goal

From Fall 2024 to Fall 2027, ST TAMMANY JUNIOR HIGH School will increase the percentage of students who score “strong”(advanced and mastery) in the area of Written Performance by 3% each year: 19% to 29% (6th Grade), 17% to 27% (7th Grade), and 27% to 36% (8th Grade) through a focus on The Writing Revolution strategies.

	2024 Written Expression % Proficient (Baseline % of students scoring strong)	2025 Writing Performance % Proficient (Baseline % of students scoring strong)	2026 Written Performance % Proficient	2027 Written Performance % Proficient
All Students	(6th) 19% (7th) 17% (8th) 27%	Strong: (6th) 14% (7th) 18% (8th) 27%	Strong: (6th) % (7th) % (8th) %	
		Met Goal? N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	(6th) 0% (7th) 4% (8th) 6%	(6th) 7 % (7th) 6 % (8th) 21%	(6th) % (7th) % (8th) %	
		Met Goal? Y	Met Goal? Y N	Met Goal? Y N
EL	(6th) 0% (7th) 0% (8th) 11%	(6th) 0 % (7th) 0 % (8th) 0 %	(6th) % (7th) % (8th) %	
		Met Goal?	Met Goal?	Met Goal?

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		Y N	Y N	Y N
Lowest 25% in ELA?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

- Administrators will collaborate with the subject area they supervise to provide actionable feedback and support.
- Common planning time for core teachers within master schedule
- PLC with Admin, TRT, and Instructional Coach support weekly
- Support and guidance of curriculum specialist during PLCs
- Analysis of District Checkpoint, and LEAP 360 data
- Teacher District PDs
- Modeling of instructional strategies during PLCs

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

Professional Development Offered
• The Writing Revolution (TWR) strategies • Modeled instructional strategies during PLCs • District provided professional development opportunities from curriculum specialists

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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- Students will be writing throughout core content areas
- Students will utilize district/school created materials employing The Writing Revolution (TWR) strategies
- Students will show growth on curriculum embedded assessments

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
GOAL: Students at each grade level will increase 3% in the area of Written Performance DATA: District Checkpoint and Interim data from written responses	(6th) 0%/6% (7th) 0%/6% (8th) 1%/9% Based upon ELA BOY Diagnostic Writing Standards/Constructed Response Percent Correct	(6th) 3%/9% (7th) 3%/9% (8th) 4%/12%	(6th) 13%/26% (7th) 98%/38% (8th) 89%/32% Based upon ELA Checkpoint #1 Writing Standards/Constructed Response Percent Correct	(6th) 16%/29% (7th) 100%/41% (8th) 92%/35%	(6th) 17.8 % (7th) 31.3% (8th) 31.6% Based upon ELA Checkpoint #2 Writing Standards/Constructed Response Percent Correct	(6th) 20.8% (7th) 34.3% (8th) 34.6%	(6th) 6.4% (7th) 14.6% (8th) 18.1% Based upon ELA Interim Writing Standards/Constructed Response Percent Correct
			Met Goal? Y		Met Goal? N		Met Goal? N

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2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
GOAL: Students at each grade level will increase 3% in the area of Written Performance DATA: District Checkpoint and Interim data from written responses	(6th) 0 % (7th) .5% (8th) 1.6 % Based upon ELA BOY Diagnostic Writing Standards/Constructed Response Percent Correct	(6th) 1 % (7th) 1.5 % (8th) 2.6 %	(6th) 52.2% (7th) 2.8% (8th) 54.4% Based upon ELA Checkpoint #1 Writing Standards/Constructed Response Percent Correct	(6th) 53.2 % (7th) 3.8% (8th) 53.4 %	(6th) 54.4 % (7th) 3.1 % (8th) 56.1 % Based upon ELA Checkpoint #2 Writing Standards/Constructed Response Percent Correct	(6th) 55.4 % (7th) 4.1 % (8th) 57.1 %	(6th) % (7th) % (8th) % Based upon ELA Interim Writing Standards/Constructed Response Percent Correct
			Met Goal? Y		Met Goal? Y		Met Goal? Y N

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

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Priority Area #3 Goal

From Fall 2024 to Fall 2027, ST TAMMANY JUNIOR HIGH School will increase the percentage of students scoring “moderate” and “strong” in Math Major Content on the LEAP by 3% each year from (6th) 47% to 56%, (7th) 38% to 47%, and (8th) 35% to 44%. through a focus on standards-based instruction and assessment and targeted interventions via iReady.

	2024 Math Major Content Substrand % (Baseline)	2025 Math Major Content Substrand %	2026 Math Major Content Substrand %	2027 Math Major Content Substrand %
All Students	(School) 41% (6th) 47% (7th) 38% (8th) 35% (Alg) 100%	(School) 43% (6th) 61% (7th) 36% (8th) 28% (Alg) 100%	(School) % (6th) % (7th) % (8th) % (Alg) %	
		Met Goal? N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	(6th) 6% (7th) 8% (8th) 12%	(6th) 24% (7th) 15% (8th) 7%	(6th) % (7th) % (8th) %	
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	(6th) 20% (7th) 0% (8th) 11%	(6th) 25% (7th) 14% (8th) 0%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?				

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		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

- Common planning time for core teachers within master schedule
- PLC with Admin, TRT, and Instructional Coach support weekly
- Support and guidance of curriculum specialist during PLCs
- Analysis of iReady diagnostic, District Checkpoint, and LEAP 360 data
- Dedicated Intervention via iReady Platform

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

Professional Development Offered
• iReady - Rethinking Purposeful Practice seminar • District provided professional development opportunities from curriculum specialists

Short Term Wins

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

- Students will develop Math Content knowledge and skills through individualized Intervention via iReady Platform
- Students will utilize targeted standards-based instruction via teacher-directed activities on iReady Platform
- Students will show growth on curriculum embedded assessments

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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
GOAL: Students at each grade level will increase 3% in the area of Major Content (Math) DATA: iReady Diagnostic and Interim data	(6th)	(6th)	(6th)	(6th)	(6th)	(6th)	(6th)
	19% (NO)	20% (NO)	29% (NO)	30% (NO)	33% (NO)	34% (NO)	32% (NO)
	13% (ALG)	14% (ALG)	28% (ALG)	29% (ALG)	30% (ALG)	31% (ALG)	30% (ALG)
	(7th)	(7th)	(7th)	(7th)	(7th)	(7th)	(7th)
	13% (NO)	14% (NO)	35% (NO)	36% (NO)	40% (NO)	41% (NO)	38% (NO)
	11% (ALG)	12% (ALG)	22% (ALG)	23% (ALG)	29% (ALG)	30% (ALG)	27% (ALG)
	(8th)	(8th)	(8th)	(8th)	(8th)	(8th)	(8th)
	8% (NO)	9% (NO)	28% (NO)	29% (NO)	41% (NO)	42% (NO)	39% (NO)
	7% (ALG)	8% (ALG)	22% (ALG)	23% (ALG)	29% (ALG)	30% (ALG)	28% (ALG)
	Based upon Math BOY Diagnostic		Based upon Math Diagnostic #2		Based upon Math Interim		Based upon Math Diagnostic #3
			Met Goal? Y		Met Goal? Y		Met Goal? N

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
GOAL: Students at each grade level will increase 3% in the area of	(6th)	(6th)	(6th)	(6th)	(6th)	(6th)	(6th)
	15% (NO)	16% (NO)	15% (NO)	16% (NO)	33% (NO)	34% (NO)	% (NO)
	12% (ALG)	13% (ALG)	12% (ALG)	13% (ALG)	32% (ALG)	32% (ALG)	% (ALG)
	(7th)	(7th)	(7th)	(7th)	(7th)	(7th)	(7th)
	17% (NO)	18% (NO)	17% (NO)	18% (NO)	34% (NO)	35% (NO)	% (NO)
	19% (ALG)	20% (ALG)	19% (ALG)	20% (ALG)	23% (ALG)	24% (ALG)	% (ALG)
	(8th)	(8th)	(8th)	(8th)	(8th)	(8th)	(8th)

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Major Content (Math)	13% (NO) 11% (ALG)	14% (NO) 12% (ALG)	12% (NO) 11% (ALG)	13% (NO) 12% (ALG)	33% (NO) 22% (ALG)	34% (NO) 23% (ALG)	% (NO) % (ALG)
DATA: iReady Diagnostic and Interim data	Based upon Math BOY Diagnostic		Based upon Math Diagnostic #2		Based upon Math Interim		Based upon Math Diagnostic #3
			Met Goal? N		Met Goal? Y		Met Goal? Y N

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

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?

All St. Tammany JH students have a daily scheduled 25-minute Intervention Period. Students utilize the MyPath option on the iReady Platform in order to address Math deficiencies as well as the Writing Revolution in order to develop Written Expression. One day each week is dedicated to Leader in Me lessons.

During the 2025-26 School Year, students continued to utilize the MyPath/i-ready Pro option on the iReady Platform in order to address Math deficiencies two days per week during the 28-minute Targeted Support Period and began using the Lexia Platform in order to address deficiencies in ELA specifically the areas of Vocabulary (Word Study), Grammar, and Comprehension.

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:

- Parents have the opportunity to view the SAP in the front office and offer feedback on the feedback tickets in the SAP binder.
- Parents have the opportunity to view the SAP on the school's website.
- Parents have the opportunity to view the SAP at and offer feedback at designated PTA Meetings.
- Parents, along with all stakeholders, complete the Measurable Results Survey (MRA) each school year in order to give input and feedback in the areas of Leadership, Culture, and Academics.

2025-26:

- Parents have the opportunity to view the SAP in the front office and offer feedback on the feedback tickets in the SAP binder.
- Parents have the opportunity to view the SAP on the school's website.
- Parents have the opportunity to view the SAP at and offer feedback at designated PTA Meetings.
- Parents, along with all stakeholders, complete the Measurable Results Survey (MRA) each school year in order to give input and feedback in the areas of Leadership, Culture, and Academics.

2026-27:

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

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

2024-25:

- Open House (Sept 3rd, 2024) - parents/families attend a general informational meeting followed by progression through their students' schedule
- Boo Fest - Hosted by the Social Studies Department, families engage Social Studies content through interactive displays and games
- STEM Day - Hosted by the Science Department, students and families learn through interactive displays of student work and interactions with professionals from the community
- Scheduling Night - scheduling assistance for parents and students in the form of information, materials, and counseling
- Literacy Night - Hosted by the ELA Department, students and families explore and interact with literary concepts focusing on citing evidence, building background knowledge, and fluency strategies
- Pi Day - Hosted by the Math Department, students and families celebrate and engage Math concepts and content through interactive student-created learning displays and contests

2025-26:

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- Open House (Sept 2nd, 2025) - parents/families attend a general informational meeting followed by progression through their students' schedule
- Boo Fest - Hosted by the Social Studies Department, families engage Social Studies content through interactive displays and games
- STEM Day - Hosted by the Science Department, students and families learn through interactive displays of student work and interactions with professionals from the community
- Pi Day - Hosted by the Math Department, students and families celebrate and engage Math concepts and content through interactive student-created learning displays and contests

2026-27:

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

2024-25:

- Students receive a monthly school newsletter that outlines current learning targets and events and parents are invited to join the PTA and volunteer at the school's monthly athletic activities.
- Students receive printed copies of progress reports and parent newsletter every 4 weeks.
- Parents receive robocalls informing of upcoming testing and reporting periods.
- Parents are invited to join the PTA and volunteer at the school monthly via the school newsletter and robocalls.
- The school maintains Jpams pages and a school website with features of parent engagement, welcome videos, SAP information, community resources, parenting resources, schedules, and important school information.
- A copy of the SAP is in the front office for parental viewing and feedback.
- Family Engagement posters are advertised throughout the school before and during the school events.
- Communication folders to bring student report cards, progress reports, newsletters, and school information to and from school.

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2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25:

5th to 6th Transition Activity: Students from both feeder schools (5th grade) attend a tour of STJH of the physical plant hosted by campus leaders. A mini-pep rally which includes the band and cheerleaders orient students to the campus life and students are given an orientation message from the principal.

St. Tammany Parish 2024-2027

Parent Scheduling Workshop: Students and Parents in the 6th and 7th grade are invited to attend a scheduling night and given materials and information about electives and core subjects. Students are informed about proper academic planning for 8th grade Carnegie Units in an effort to maximize high school credits earned. Scheduling assistance is given to both parents and students.

9th Grade Orientation Night held at Salmen High School: Students and parents are invited to an in-person tour of the High School and review their schedules for the fall. The schedules were created when a counselor from Salmen High school presented at High School Orientation in the students Social Studies classes.

Future Focus Family Night: 7th and 8th Students and their families are invited to attend the event to learn about opportunities in high school including college and career pathways, extracurricular activities, and support in planning for success.

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Future Focus Family Night: 7th and 8th Students and their families are invited to attend the event to learn about opportunities in high school including college and career pathways, extracurricular activities, and support in planning for success.

Scheduling Day : Counselors from Salmen will come to meet with 8th graders and explain the scheduling process and answer questions.

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												

**St. Tammany Parish 2024-2027
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

Amy E Barrow

Supervisor Signature

11/10/2025

Date

Superintendent Signature

Date