

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

English Leap Index increased 10.3 pts  
 Social Studies Leap index increased 5.9 pts  
 Math Leap index increased 15.2 pts  
 ACT index increased 8 pts  
 English ACT increased 1.4 pts  
 Math ACT increased .5 pts  
 Reading ACT increased 1.1 pts  
 Science ACT increased .6 pts  
 English 9th grade PreACT increased 2.4 pts  
 Math 9th grade PreACT increased .8 pts  
 Reading 9th grade PreACT increased 1.6 pts  
 Science 9th grade PreACT increased 3.3 pts

Biology Leap index decreased 20.1 pts  
 Math 10th grade PreACT decreased .1 pts  
 Reading 10th grade PreACT showed no growth.  
 IBC 16 students from Class of 2024 did not earn a credential

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<p>English 10th grade PreACT increased .7 pts          Science 10th grade PreACT increased .4 pts          IBC Basic statewide credential or higher = 89.26% of students earned (class of 2024)          445 students earned an IBC out of 567 students enrolled in an IBC course (78.5%)          139 students earned an Advanced IBC out of 169 students enrolled in an Advanced credential course (82.2%)</p>	
<p><b>At-Risk Student Groups</b>  <b>(SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)</b></p>	
<p>SWE ELA Leap index increased 14.3 pts          SWE Biology Leap Index increased 30.7 pts          SWE Math Leap index increased 14.8 pts          SWE Social Studies Leap index increased 3.6 pts          ESL Math Leap index increased by 7.3 pts</p>	<p>ESL ELA no LEAP growth          9 of 14 ELPT scores showed no growth.          2 of 14 ELPT scores declined.</p>
<p><b>SCHOOL CULTURE DATA - MRA</b>  <b>(Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)</b></p>	
<p>MRA Report Results:</p> <ul style="list-style-type: none"> <li>● Student Leadership             <ul style="list-style-type: none"> <li>○ Maintained or increased in all areas</li> </ul> </li> <li>● Culture (Supportive Environment for Students)             <ul style="list-style-type: none"> <li>○ Increased in all areas</li> </ul> </li> <li>● Empowered Learners             <ul style="list-style-type: none"> <li>○ Increased in all areas</li> <li>○ Overall score increased by 14 points</li> </ul> </li> <li>● Academic Goal Achievement             <ul style="list-style-type: none"> <li>○ Increased in all areas</li> </ul> </li> <li>● Overall leadership score increased by 5 points</li> <li>● Overall culture score increased by 6 points</li> <li>● Overall academics score increased by 99 points</li> </ul>	<p>Discipline referrals increased 9.9%.          MRA Report Results areas for improvement:</p> <ul style="list-style-type: none"> <li>● Community Engagement</li> <li>● Staff Voice</li> </ul>

2025-26

STUDENT ACHIEVEMENT DATA

All Students

English Leap Index **decreased by 0.4 points** to a score of 70.1  
 Social Studies Leap index **increased by 13.4 points** to a score of 53.8  
 Math Leap index **decreased by 4 points** to a score of 59.4  
 ACT index **increased 1.4 points** to a score of 52.7  
 English ACT **increased 0.3 points** to a score of 18.4  
 Math ACT **increased 0.1 points** to a score of 17.7  
 Reading ACT **decreased 0.5 points** to a score of 18.3  
 Science ACT **decreased 0.5 points** to a score of 18.8  
 English 9th grade PreACT  
 Math 9th grade PreACT  
 Reading 9th grade PreACT  
 Science 9th grade PreACT  
 English 10th grade PreACT  
 Science 10th grade PreACT  
 Biology Leap index **increased 1.9 points** to a score of 56.7  
 Math 10th grade PreACT  
 Reading 10th grade PreACT showed  
 IBC \_\_\_ students from Class of 2024 did not earn a credential  
 IBC Basic statewide credential or higher =

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)

SWE ELA Leap index **increased 0.4 points** to a score of 29  
 SWE Biology Leap Index **increased 7.5 points** to a score of 38.2  
 SWE Math Leap index **decreased 10.1 points** to a score of 28.6  
 SWE Social Studies Leap index **increased 13.7 points** to a score of 27.3  
 ESL ELA **increased 4.4 points** to a score of 4.4  
 ESL Math Leap index **increased 20.9 points** to a score of 28.2

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<p>_____ ELPT scores showed no growth.          _____ ELPT scores declined.</p>	
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**SCHOOL CULTURE DATA - MRA**  
**(Discipline data must be included as well as the identified recommendations in the MRA report)**

<p>-There was a 9.9% increase in student population from 2023-2024. However, discipline frequency remained the same or increased no more than 1.78% in all areas.          -There was a 0.28% decrease in the amount of in school suspensions.          -There was a 0.29% decrease in the amount of out of school suspensions.</p>	<p>-The Spring 2024 MRA reported a satisfactory overall score of 72.          -Scores in Leadership, Culture, and Academics improved in all sub-measures with the exception of two that remained the same (<i>Family &amp; Community Engagement</i> and <i>Supportive Staff Environment</i>)          -The sub-measure of <i>Empowered Learners</i> increased 14 points.          -All sub-measures in the Academics category increased.          -In the Leadership category, <i>Positive Wellbeing</i> and <i>Prosocial Behaviors</i> increased the most.          -In the Culture category, <i>School Climate</i> and <i>Trusting Relationships</i> increased the most.          -In the Academics category, <i>Social Support</i> and <i>Student-led Practices</i> increased the most.          *The <i>Life-Readiness</i> sub measure of Academics increased 74 points but there was no baseline score.</p>
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**2026-27**

**STUDENT ACHIEVEMENT DATA**

**All Students**

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

<b>SCHOOL CULTURE DATA - MRA</b> (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)

**Leadership Goal**

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

**2024-25**

**GOAL: Capacity Building and Collaborative Practice**

- Data Analysis in PLCs
- Learning Walks
- Professional Development Targeting Growth
- Faculty Meetings: Examining Data
- ILT Meetings
- PLC Meetings
- ACT and WorkKeys Digital Notebooks
- LEAD Period: Student Goal Setting and Grade Monitoring
- Stakeholder Communication

**Goal : Instructional Leadership: Instructional Focus**

- New curriculum
- Different students
- New SPS score coming
- New initiatives
- Align curriculum vertically within our school and learning communities
- Increase communication with all stakeholders.

**St. Tammany Parish 2024-2027**

<b>2025-26</b>	
<p>GOAL: Capacity Building and Collaborative Practice</p> <ul style="list-style-type: none"> <li>● Data Analysis in PLCs</li> <li>● Learning Walks</li> <li>● Professional Development Targeting Growth</li> <li>● Faculty Meetings: Examining Data</li> <li>● ILT Meetings</li> <li>● PLC Meetings</li> <li>● ACT and WorkKeys Digital Notebooks</li> <li>● LEAD Period: Student Goal Setting and Grade Monitoring</li> <li>● Stakeholder Communication</li> </ul>	<p>Goal : Instructional Leadership: Instructional Focus</p> <ul style="list-style-type: none"> <li>● New curriculum</li> <li>● Different students</li> <li>● New SPS score coming</li> <li>● New initiatives</li> <li>● Align curriculum vertically within our school and learning communities</li> <li>● Increase communication with all stakeholders.</li> </ul>
<b>2026-27</b>	

**LEADERSHIP TEAM LONG-RANGE PLAN**

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

<b>Date of ILT</b>	<b>Outcome</b>	<b>Materials</b>	<b>Follow-Up</b>
<b>September 4, 2024</b>	<b>Reviewed LEAP data for SAP. Identified strengths and weaknesses of all subjects and subgroups.</b>	<b>Data binders</b>	<b>Created agenda for upcoming meeting</b>
<b>September 18, 2024</b>	<b>Reviewed ACT data for SAP. Identified strengths and</b>	<b>Data binders</b>	<b>Scheduled SAP workshop dates</b>

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	weaknesses of all subjects and subgroups.		
<b>October 2, 2024</b>	<b>Writing and reviewing SAP.</b>	<b>Data binders</b>	<b>Set goals for SAP based on Needs Assessment</b>
<b>October 23, 2024</b>	<b>SAP refinement meeting</b>	<b>SAP draft, SPS estimates</b>	<b>Revised SAP for final submission</b>
<b>November 13, 2024</b>	<b>Reviewed student achievement data: LEAP 2025</b>	<b>Testing data presentation/handouts</b>	<b>Brainstormed strategies for improving LEAP scores</b>
<b>December 4, 2024</b>	<b>Faculty Meeting PD Planning</b>		
<b>December 18, 2024</b>	<b>Discussed how to develop and implement LEAP digital notebooks, along with ACT digital notebooks to improve test scores</b>	<b>ACT Digital Notebooks</b>	<b>Updated ACT Digital Notebook. Began gathering testing materials for LEAP Digital Notebook.</b>
<b>January 8, 2025</b>	<b>Brainstormed lesson ideas to promote mutual respect among student body. Prepared agenda for upcoming student Lighthouse meeting</b>	<b>Various lesson activity ideas</b>	<b>Created a school-wide lesson on respect for LEAD classes.</b>
<b>January 22, 2025</b>	<b>Lighthouse meeting debrief, set goals for developing engaging lead lessons/competitions to improve culture.</b>	<b>Notes from Lighthouse training</b>	<b>Implemented class competitions through PE department.</b>
<b>March 12, 2025</b>	<b>Discussed student application for new Lighthouse members and incoming freshmen.</b>	<b>Former application and criteria</b>	<b>Created a new student Lighthouse application.</b>

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<b>March 26, 2025</b>	<b>Discussed LEAP testing and LEAP incentives.</b>	<b>Testing schedule and testing incentive survey results from student body.</b>	<b>Began creating and distributing LEAP incentives for students based on survey results.</b>
<b>April 9, 2025</b>	<b>Began organizing summer retreat for student Lighthouse Team and began planning Rebel Fest.</b>	<b>Former notes and plans for Rebel Fest.</b>	<b>Attended a team-building retreat with the student Lighthouse Team. Hosted annual Rebel Fest event to reward positive behavior and academic gains.</b>
<b>April 23, 2025</b>	<b>Began planning Leader in Me Mini Symposium.</b>	<b>Notes and materials from model Lighthouse schools and notes of our LH team's accomplishments this year.</b>	<b>Communicate with Student Lighthouse Action Teams to organized event.</b>
<b>May 7, 2025</b>	<b>Continued planning Leader in Me Mini Symposium</b>	<b>District agenda, notes of our LH team's accomplishments this year. LEAD lesson plans</b>	<b>Hosted mini symposium for surrounding area school, modeling Leader in Me on our campus</b>
<b>August 21, 2025</b>	<b>Discussed ways to improve teacher and student attendance as well as how to grow math LEAP scores.</b>	<b>Attendance data and LEAP data</b>	<b>Implemented attendance recognition/rewards program. Implemented Financial Literacy course.</b>
<b>September 11, 2025</b>	<b>Reviewed projected SPS and discussed strategies to encourage students to take standardized tests.</b>	<b>Data Binder</b>	<b>Added ASVAB to the Rebel Rewards program.</b>
<b>September 25, 2025</b>	<b>Discussed ways to best organize and track student data</b>	<b>LEAP data</b>	<b>Created a new testing data spreadsheet</b>

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<b>October 16, 2025</b>	<b>Discussed ways to help students grow their WorkKeys scores.</b>	<b>Data binder, previous year's bootcamp materials</b>	
<b>December 4, 2025</b>	<b>Examined the potential impact of the new SPS formula. Identified areas we can target to show growth.</b>	<b>Data Binder</b>	
<b>January 15, 2026</b>	<b>TBD</b>		
<b>February 5, 2026</b>	<b>TBD</b>		
<b>March 19, 2026</b>	<b>TBD</b>		
<b>March 19, 2026</b>	<b>TBD</b>		
<b>April 9, 2026</b>	<b>TBD</b>		
<b>April 23, 2026</b>	<b>TBD</b>		
<b>May 7, 2026</b>	<b>TBD</b>		

## 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, Pearl River High School will increase the SPS from 87.3 to 90.3 through a focus on Capacity Building and Collaborative Practice.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
87.3	90.4		
	Met Goal? <b>Y</b> N	Met Goal? Y N	Met Goal? Y N

### 2024-25 Components of SPS

#### Assessment Index (AI)

- **What is your current AI in –**
  - **ELA: 70.1**
  - **Math: 59.4**
  - **Science: 56.7**
  - **Social Studies: 53.8**
  - **Overall: 60.5**

#### Progress Index (PI)

- **What is your current PI in –**
  - **ELA: 47.2**
  - **Math: 39.3**
  - **Overall: 97.6**

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<ul style="list-style-type: none"> <li>● Where are there opportunities for growth? Social Studies Courses</li> </ul>	<ul style="list-style-type: none"> <li>● Where are there opportunities for growth?</li> </ul>
<p><b>Interests and Opportunities (I/O)</b></p> <ul style="list-style-type: none"> <li>● What is your current I/O? 145.3</li> <li>● Where are there opportunities for growth? Enroll more students in art classes.</li> </ul>	
<p><b>ACT Index (High Schools ONLY)</b></p> <ul style="list-style-type: none"> <li>● What is your current ACT index? 52.7</li> <li>● Where are there opportunities for growth? Mathematics: Number and Quantity and Algebra</li> </ul>	<p><b>Strength of Diploma Index (SOD) (High Schools ONLY)</b></p> <ul style="list-style-type: none"> <li>● What is your current SOD? 104.3</li> </ul> <p>How many students/What percent earned-</p> <ul style="list-style-type: none"> <li>○ 160: 4 / 2.61%</li> <li>○ 150: 78 / 50.98%</li> <li>○ 115: 25 / 75.16%</li> <li>○ 110: 33 / 21.56%</li> <li>○ 100: 13 / 8.49%</li> </ul> <ul style="list-style-type: none"> <li>● Where are there opportunities for growth? Out of 153 students 50% earned 150 points. The majority of our students earned 115 points. In order to grow, more students can be enrolled in courses that offer Advanced IBCs</li> </ul>
<p><b>Graduation Rate (High Schools ONLY)</b></p> <ul style="list-style-type: none"> <li>● What is your current grad rate? 79.2</li> <li>● Where are there opportunities for growth? Increase communication between school personnel (teachers, counselors, administration) and parents.</li> </ul>	<p><b>Graduation Rate Index (High Schools ONLY)</b></p> <ul style="list-style-type: none"> <li>● What is your current grad rate index? 88</li> </ul>

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2025-26 Components of SPS

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

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

**St. Tammany Parish 2024-2027**

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

## PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

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

- Priority Goal #1 (Culture) - Increase Supportive Staff Environment
- Priority Goal #2 (Academics) - Increase Biology LEAP 2025 Assessment Index
- Priority Goal #3 (Academics) - Increase Math LEAP 2025 Assessment Index

### Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Pearl River High School will increase the MRA sub-measure Supportive Environment for Staff (example - student goals) from 75 to 78 through a focus on teacher collaboration (example – individual student goal setting).

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
75	76	74	76		77	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

### How are we going to get there?

- PLCs
- Teacher Lighthouse
- Faculty Meetings
- Professional Development based on Teacher Input
- Teacher Incentives
  - Faculty and Staff Shoutouts
  - Top Dog Competition
  - Faculty and Staff of the Month

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- Faculty Newsletter
- Faculty and Staff Suggestion Box
- Teacher Surveys

Purchased Resources to Support Priority Goals

<b>Professional Development Offered</b>
<ul style="list-style-type: none"> <li>● STPSB monthly optional professional development</li> <li>● Monthly faculty meetings</li> <li>● Quarterly lighthouse team meetings</li> </ul>

**Short Term Wins (STW) (LEAD measures)**

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

- Increase MRA survey results at end of school year
- School created survey (quarterly staff check in)

2024-25							
Goal and Data Used	Baseline	2nd Quarter STW	Results	3rd Quarter STW	Results	4th Quarter STW	Results
Increase Supportive Staff Environment	Baseline data will be determined on Oct 11, 2024	Dec 20, 2024  Staff Appreciation Insight Survey	29 responses - from Faculty & Staff. Varied in response as to overall culture and recognition of efforts	March 14, 2025  Celebration Pep Rally	Celebration Pep Rally to recognize classroom teachers and students improvement on LEAP	May 22, 2025  MRA Survey	Increase in MRA survey results in all measures of Leadership, Culture, and Academics.
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

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**Quarter 2 Reflection –**

Many teachers/staff did not participate in the Staff Appreciation Insight Survey. In the future, need to add specific questions about teacher support and school environment. Also, allow for anonymous responses.

**Quarter 3 Reflection –**

A “Celebration Pep Rally” was planned by the administration as a surprise to the teachers and students. Teachers were recognized for high VAM scores and the whole school was celebrated for hard work and effort towards a school goal of increasing LEAP scores.

**Quarter 4 Reflection –**

MRA Survey announcements were sent out to stakeholders through flyers, robo calls, and robo texts. Students were encouraged to complete the survey in their LEAD classes in order to increase insight.

**End of year Reflection –**

There was an increase in the overall MRA survey score. This indicates an improvement in school Leadership, Culture, and Academics.

2025-26							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
Increase Supportive Staff Environment	School Created Survey						
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

**St. Tammany Parish 2024-2027**

**Quarter 1 Reflection –**

**Quarter 2 Reflection –**

**Quarter 3 Reflection –**

**End of year Reflection –**

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

**Quarter 1 Reflection –**

**Quarter 2 Reflection –**

**St. Tammany Parish 2024-2027**

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**Quarter 3 Reflection –**

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**End of year Reflection –**

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**Priority Area #2 Goal**

From Fall 2024 to Fall 2027, Pearl River High School will increase the Biology LEAP Assessment Index from 54.8 to 58.8 through a focus on teacher collaboration in PLCs (can use a previously listed focus area or something aligned).

	<b>2024 Biology % Proficient (Baseline)</b>	<b>2025 Biology % Proficient</b>	<b>2026 Biology % Proficient</b>	<b>2027 Biology % Proficient</b>
<b>All Students</b>	54.8 (25% of total testers)	56.7		
		Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Student Group(s)</b>				
<b>SWE</b>	30.7 (6.7% of total SWE testers)	38.2		
		Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>EL</b>	0 (0% of total EL testers)	0		
		Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>

**St. Tammany Parish 2024-2027**

<b>Economically Disadvantaged</b>	48.2 (21% of total ED testers)	48.4		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
<b>Black or African American</b>	47.1 (23.5% of total African American testers)	30		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
<b>Hispanic/Latino</b>	25 (5% of total Hispanic/Latino testers)	30.3		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

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

- **Implement Science Constructed Response Writing Strategy (CER)**
- **Develop Common Assessments and Checkpoints**
- **Examine Common Assessment Data**
- **Implement LEAP-like questioning**
- **Inclusion Class / Team Teaching**

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

<b>Professional Development Offered</b>
<ul style="list-style-type: none"> <li>● <b>STPSB monthly optional professional development</b></li> <li>● <b>Monthly faculty meetings</b></li> <li>● <b>Quarterly lighthouse team meetings</b></li> </ul>

**St. Tammany Parish 2024-2027**

**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?

- Common quarterly assessments

2024-25							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
Increase Biology LEAP Assessment Index	SLT Baseline Data 28% proficient on the common pre-test	Students are slowly increasing proficiency in Biology.	Students were 60% proficient on a common biology assessment	Students did not perform as well as expected on the Biology checkpoint	Students were 45% proficient on Biology checkpoint 1	Students performed much better on the Biology checkpoint 2	21% of the students were proficient on all standards on Biology checkpoint 2
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

**Quarter 1 Reflection –**

Teachers were confident and happy with the progress of their students.

**Quarter 2 Reflection –**

Teachers were not as confident after students took the District created checkpoint 1. Teachers feel that the curriculum needs to be adjusted.

**Quarter 3 Reflection –**

Teachers adjusted the curriculum and teaching strategies a little bit and felt that they better prepared their students for the District created Checkpoint 2

**End of year Reflection –**

**St. Tammany Parish 2024-2027**

Teachers overall feel like the curriculum did not prepare students for the LEAP test and said that they will make more adjustments to the curriculum next school year.

2025-26							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
Increase Biology LEAP Assessment Index	SLT Baseline Data						
			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**

2026-27							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
Increase Biology LEAP Assessment Index	SLT Baseline Data						
			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, Pearl River High School will increase the Math LEAP Assessment Index (example - progress index/growth percent) from   63.4   to   66.4   through a focus on   teacher collaboration in PLCs   (can use a previously listed focus area or something aligned).

**St. Tammany Parish 2024-2027**

	<b>2024 PI/Growth % (Baseline)</b>	<b>2025 PI/Growth %</b>	<b>2026 PI/Growth %</b>	<b>2027 PI/Growth %</b>
<b>All Students</b>	63.4 (38.9% of total Math testers)	59.4%		
		Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Student Group(s)</b>				
<b>SWE</b>	38.7 (61.4% of total SWE testers)	28.6%		
		Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>EL</b>	7.3 (0% of total EL testers)	28.2%		
		Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Economically Disadvantaged</b>	57.2 (33.5% of total ED testers)	52.3%		
		Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Lowest 25% in Math?</b>		50%		
		Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>	Met Goal? <b>Y N</b>
<b>Black or African America</b>	43.3 (16.7% of total black or african american testers)	33.7%		

**St. Tammany Parish 2024-2027**

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

- Develop Common Assessments and Checkpoints
- Examine Common Assessment Data
- Implement LEAP-like questioning
- Inclusion Class / Team Teaching

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

<b>Professional Development Offered</b>
<ul style="list-style-type: none"> <li>• STPSB monthly optional professional development</li> <li>• Monthly faculty meetings</li> <li>• Quarterly lighthouse team meetings</li> </ul>

**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?

- Common Checkpoints

2024-25							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
Increase the Math LEAP	SLT Baseline Data	Common Checkpoint	29% scored mastery on	Common Checkpoint	19% scored mastery on the district	Common Checkpoint	45% scored mastery on teacher

**St. Tammany Parish 2024-2027**

Assessment Index	15% proficient on BOY assessment		district created checkpoint 1.		created checkpoint 2		common created test
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

**Quarter 1 Reflection –**

Students came in with very low skills from the junior high. Lots of reteaching of previous skills.

**Quarter 2 Reflection –**

Teachers felt that they saw steady growth in their students.

**Quarter 3 Reflection –**

Teachers felt that they saw steady growth in their students.

**End of year Reflection –**

Teachers felt that students came in very low and it took a lot to get students up to par where they should be.

2025-26							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
Increase the Math LEAP Assessment Index	SLT Baseline Data						

**St. Tammany Parish 2024-2027**

	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 –**

2026-27							
Goal and Data Used	Baseline	1 <sup>st</sup> Quarter STW	Results	2 <sup>nd</sup> Quarter STW	Results	3 <sup>rd</sup> Quarter STW	Results
Increase the Math LEAP Assessment Index	<b>SLT Baseline Data</b>						
			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 –

## 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?*

St. Tammany Parish 2024-2027

**2024-25:**

- **Measurable Results Assessment-** This survey allows parents and students to provide feedback on the school-level outcomes regarding the school's growth in leadership, culture, and academics.
- **Parent/Community Surveys through Central Office**
- **PTSA Meetings-** open meetings that are advertised to members of the community. Parents are allowed to bring ideas, concerns, or improvement needs.
- **PTSA Board Meetings-**discussion of school needs and input on how to address school needs.

**2025-26:**

- **Measurable Results Assessment-** This survey allows parents and students to provide feedback on the school-level outcomes regarding the school's growth in leadership, culture, and academics.
- **Parent/Community Surveys through Central Office**
- **PTSA Meetings-** open meetings that are advertised to members of the community. Parents are allowed to bring ideas, concerns, or improvement needs.
- **PTSA Board Meetings-**discussion of school needs and input on how to address school needs.

**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-** Administrators, counselors, and teachers inform parents of individual class expectations and curriculum requirements, school wide expectations, and annual testing updates.
- **Future Focus-** Parents and future students visit the school to learn more about extra-curricular and academic high school offerings and programs, post-secondary planning, and strategies for educational planning, with a focus on long-term success.
- **Freshman Orientation -** Parents and students meet for a grief welcome and introduction to school. Students attend a guided tour of the school that explains different activities, clubs and courses offered. The parents meeting continues with a more in

depth presentation on what to expect in high school, rules, regulations, diploma options, and opportunities offered through various courses.

**2025-26:**

- **Open House- Administrators, counselors, and teachers inform parents of individual class expectations and curriculum requirements, school wide expectations, and annual testing updates.**
- **Future Focus- Parents and future students visit the school to learn more about extra-curricular and academic high school offerings and programs, post-secondary planning, and strategies for educational planning, with a focus on long-term success.**
- **Freshman Orientation - Parents and students meet for a brief welcome and introduction to school. Students attend a guided tour of the school that explains different activities, clubs and courses offered. The parents meeting continues with a more in depth presentation on what to expect in high school, rules, regulations, diploma options, and opportunities offered through various courses.**

**2026-27:**

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

**2024-25:**

- **Open House- Administrators, counselors, and teachers inform parents of individual class expectations and curriculum requirements, school wide expectations, and annual testing updates.**
- **Scheduling Nights - Counselors and administrators meet with parents to assist them in making informed decisions for their students' academic progress.**
- **Freshman Orientation - Parents and students meet for a brief welcome and introduction to school. Students attend a guided tour of the school that explains different activities, clubs and courses offered. The parents meeting continues with a more in depth presentation on what to expect in high school, rules, regulations, diploma options, and opportunities offered through various courses.**
- **RoBo Calls- Principal places automated phone calls to parents to keep them informed of school events, student grade tracking forms, curriculum events, and testing dates.**
- **Parent Newsletter- Parent newsletters are sent out weekly to communicate with parents curriculum, goals, expectations, and school events.**

## St. Tammany Parish 2024-2027

- **Future Focus-** Parents and future students visit the school to learn more about extra-curricular and academic high school offerings and programs, post-secondary planning, and strategies for educational planning, with a focus on long-term success.
- **Student Grade Tracking Forms-** Students track grades each week in LEAD class and are responsible for communicating grades to parents.
- **Teacher Websites-** School websites provide information on class curriculum requirements and school events.
- **School Website-** School website reflects upcoming school and curriculum events, standardized testing dates, post-secondary educational opportunities, and other important information.
- **Informational letters-** sent home by administration, counselors, and teachers informing parents of different educational opportunities, school events, testing requirements, FAFSA information, graduation requirements and information, and additional learning opportunities and support offered by the school and/or school system.
- **PTSA-** support school through sponsoring different teacher, student, and community events that help support and improve our school community.
- **FAFSA-** Counselors and Administration assist students and their parents in completing the Federal Application for Student Aide.
- **Senior Night-** Administrators and counselors review with parents and students the requirements for graduation, academic expectations, and preparation to the post-secondary setting.
- **Student Progress Center-** The Student Progress Center allows parents to monitor student progress on a daily basis. It is available to parents online through the school's website.
- **Parent Phone Calls-** Phone calls are made to parents on an as needed basis to keep them informed of student progress.
- **Parent-Teacher Conferences-** Conferences are held on an as needed basis-at the request of a teacher or parent-to discuss student progress and possible interventions.

### 2025-26:

- **Open House-** Administrators, counselors, and teachers inform parents of individual class expectations and curriculum requirements, school wide expectations, and annual testing updates.
- **Scheduling Nights -** Counselors and administrators meet with parents to assist them in making informed decisions for their students' academic progress.
- **Freshman Orientation -** Parents and students meet for a brief welcome and introduction to school. Students attend a guided tour of the school that explains different activities, clubs and courses offered. The parents meeting continues with a more in depth presentation on what to expect in high school, rules, regulations, diploma options, and opportunities offered through various courses.

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- **RoBo Calls-** Principal places automated phone calls to parents to keep them informed of school events, student grade tracking forms, curriculum events, and testing dates.
- **Parent Newsletter-** Parent newsletters are sent out weekly to communicate with parents curriculum, goals, expectations, and school events.
- **Future Focus-** Parents and future students visit the school to learn more about extra-curricular and academic high school offerings and programs, post-secondary planning, and strategies for educational planning, with a focus on long-term success.
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- **PTSA-** support school through sponsoring different teacher, student, and community events that help support and improve our school community.
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- **Parent-Teacher Conferences-** Conferences are held on an as needed basis-at the request of a teacher or parent-to discuss student progress and possible interventions.

2026-27:

## Transitions for Incoming and Outgoing Students

### 2024-25:

- **Open House- Administrators, counselors, and teachers inform parents of individual class expectations and curriculum requirements, school wide expectations, and annual testing updates.**
- **Scheduling Nights - Counselors and administrators meet with parents to assist them in making informed decisions for their students' academic progress.**
- **Freshman Orientation - Parents and students meet for a brief welcome and introduction to school. Students attend a guided tour of the school that explains different activities, clubs and courses offered. The parents meeting continues with a more in depth presentation on what to expect in high school, rules, regulations, diploma options, and opportunities offered through various courses.**
- **Future Focus- Parents and future students visit the school to learn more about extra-curricular and academic high school offerings and programs, post-secondary planning, and strategies for educational planning, with a focus on long-term success.**
- **FAFSA- Counselors and Administration assist students and their parents in completing the Federal Application for Student Aide.**
- **Senior Night- Administrators and counselors review with parents and students the requirements for graduation, academic expectations, and preparation to the post-secondary setting.**
- **Student Progress Center- The Student Progress Center allows parents to monitor student progress on a daily basis. It is available to parents online through the school's website.**
- **Louisiana Rehabilitation Services- Representatives visit the school to assist students with disabilities transition from the high school environment to independent living, higher education, or employment.**
- **Jag- this course provides opportunities for students who face challenges in education the opportunity to work closely with teachers to gain guidance to a successful path toward continued education, a meaningful career, and a productive adulthood.**
- **College and Career Expo- This event allows parents and students to visit a central location to meet with representatives of multiple post-secondary institutions to learn of program offerings and financial assistance opportunities.**
- **College Visitors- College representatives visit the school to visit classrooms and/or meet with students during lunch to share program opportunities and/or financial assistance opportunities offered through the institution.**
- **Military Recruiter- Recruiters visit the school to visit classrooms and/or meet with students during lunch to share program offerings and/or financial benefits offered through military service opportunities.**

### 2025-26:

## St. Tammany Parish 2024-2027

- **Open House- Administrators, counselors, and teachers inform parents of individual class expectations and curriculum requirements, school wide expectations, and annual testing updates.**
- **Scheduling Nights - Counselors and administrators meet with parents to assist them in making informed decisions for their students' academic progress.**
- **Freshman Orientation - Parents and students meet for a brief welcome and introduction to school. Students attend a guided tour of the school that explains different activities, clubs and courses offered. The parents meeting continues with a more in depth presentation on what to expect in high school, rules, regulations, diploma options, and opportunities offered through various courses.**
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- **Student Progress Center- The Student Progress Center allows parents to monitor student progress on a daily basis. It is available to parents online through the school's website.**
- **Louisiana Rehabilitation Services- Representatives visit the school to assist students with disabilities transition from the high school environment to independent living, higher education, or employment.**
- **Jag- this course provides opportunities for students who face challenges in education the opportunity to work closely with teachers to gain guidance to a successful path toward continued education, a meaningful career, and a productive adulthood.**
- **College and Career Expo- This event allows parents and students to visit a central location to meet with representatives of multiple post-secondary institutions to learn of program offerings and financial assistance opportunities.**
- **College Visitors- College representatives visit the school to visit classrooms and/or meet with students during lunch to share program opportunities and/or financial assistance opportunities offered through the institution.**
- **Military Recruiter- Recruiters visit the school to visit classrooms and/or meet with students during lunch to share program offerings and/or financial benefits offered through military service opportunities.**

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