

Mandeville High School
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	
STRENGTHS	WEAKNESSES
2024-25	
STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025, ACT, WORKKEYS, IBCS, GRAD RATE, ETC.	
All Students	
● Mastery and Advanced in Core Subjects ○ Mastery and advanced rates increased significantly across key subjects: Algebra I (6.2%), Geometry (5.8%), English II (2.3%), and US History (7.8%). ● Math Performance ○ The overall Math index grew substantially, rising from 69.5 in 2022 to 82.3 in 2024. ● Investigative Skills in Biology ○ The percentage of students classified as weak in the Biology substrand Investigative Skills decreased from 35% to 17%. ● ACT and Workkeys Performance ○ The school's composite ACT score improved and is 2.3 points higher than the district average and 4 points higher than the state average. Additionally, 19.3% of students either achieved a score of 27 or higher or Platinum level on WorkKeys.	● Proficiency in English I ○ The English I index dropped 10.3 points and the percentage of proficient students dropped 8.2% in 2023-2024. ● Writing and Language Skills ○ The Writing performance, written expression, and knowledge/use of language strands had the largest percentage of students classified as "weak." ● ACT, Workkeys, and College Readiness ○ Only 20% of students are meeting or exceeding benchmark scores for STEM, and 20.7% of students failed to score 19 or higher on the ACT or Silver or higher on WorkKeys. ● Graduation Rates ○ The school's cohort graduation rate has declined from 90.7 to 86.9 over the past two years.

At-Risk Student Groups

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

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| <ul style="list-style-type: none"> ● SWE students in Academic Performance in US History <ul style="list-style-type: none"> ○ Students with Exceptionalities (SWE) improved by 12 Index Points in US History. Also, SWE students achieving mastery or above increased from 16% to 26%. ● Percent Proficient for ELL Students <ul style="list-style-type: none"> ○ ELL students scoring at the mastery and advanced level on LEAP tests increased from 7% in 2022 to 27% in 2024 | <ul style="list-style-type: none"> ● Overall Performance for SWE Subgroup <ul style="list-style-type: none"> ○ Students with Exceptionalities (SWE) remain one of the lowest scoring subgroups for the LEAP test. ● Overall Performance from EL Subgroup <ul style="list-style-type: none"> ○ English Language Learners (EL) scored the lowest for subgroups on the LEAP test across all subjects. |
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SCHOOL CULTURE DATA - MRA

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

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| <ul style="list-style-type: none"> ● Major Infractions <ul style="list-style-type: none"> ○ Major Infractions, including fights and cell phone violations, have decreased this year. ● MRA Sub Measure Student Environment <ul style="list-style-type: none"> ○ Significant improvement noted across key areas supporting student growth, with Supportive Student Environment increasing by 9 points, Empowered Learners by 24 points, and Life-Readiness by 76 points. ● MRA Sub Measure Student Self-Efficacy <ul style="list-style-type: none"> ○ Students' academic self-efficacy has improved significantly, rising from a score of zero to 76. This shows that students are becoming much better at using personal leadership skills to plan, organize, and stick with their academic goals. | <ul style="list-style-type: none"> ● Minor Infractions <ul style="list-style-type: none"> ○ Minor infractions, including dress code, tardies, and failure to wear ID's have increased due to more rigorous enforcement of school policy. ● Overall Score <ul style="list-style-type: none"> ○ Overall and individual category scores, currently ranging from 74 to 76, place our MRA score in the high end of the Satisfactory range but falls short of the Effective range beginning at a score of 80. ● MRA Sub Measure Family and Community Engagement <ul style="list-style-type: none"> ○ Family and community engagement is an area that has shown little to no overall growth, specifically in the subcategories of school and family partnerships and community engagement. |
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2025-26

STUDENT ACHIEVEMENT DATA

All Students

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| <ul style="list-style-type: none"> ● Mastery and Advanced in Core Subjects <ul style="list-style-type: none"> ○ Mastery and advanced percentages increased significantly across key subjects: Algebra I (4%), Geometry (1%), and English I (12%). ● English Performance <ul style="list-style-type: none"> ○ The overall English index grew by 0.6%; however, English I grew substantially, rising from 87.6% in 2023 to 98.5% in 2025. ● Math Performance <ul style="list-style-type: none"> ○ The overall Math index grew, rising from 82.3 in 2024 to 84.6 in 2025. ● Investigative Skills in Biology <ul style="list-style-type: none"> ○ The percentage of students classified as strong in the Biology substrand Investigative Skills increased from 45% to 50%. ● ACT and Workkeys Performance <ul style="list-style-type: none"> ○ The school's composite ACT score improved and is 1.8 points higher than the district average and 4 points higher than the state average. Additionally, 20.9% of students either achieved a score of 27 or higher or Platinum level on WorkKeys. | <ul style="list-style-type: none"> ● Proficiency in Biology I <ul style="list-style-type: none"> ○ The Biology I proficiency percentage dropped from 49% to 47% creating a 2% decrease. ● Proficiency in English II <ul style="list-style-type: none"> ○ The English II proficiency percentage dropped from 70% to 62% creating an 8% decrease. ● Writing and Language Skills <ul style="list-style-type: none"> ○ The vocabulary, writing performance, written expression, and knowledge/use of language strands had the largest percentage of students classified as "weak," which did not progress from 2024. ● ACT, Workkeys, and College Readiness <ul style="list-style-type: none"> ○ Only 24% of students are meeting or exceeding benchmark scores for STEM, and 27.2% of students failed to score 19 or higher on the ACT or Silver or higher on WorkKeys. ● Graduation Rates <ul style="list-style-type: none"> ○ The school's cohort graduation rate has declined from 91.4 to 89. |
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At-Risk Student Groups

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

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| <ul style="list-style-type: none"> ● SWE students in Academic Performance in ELA <ul style="list-style-type: none"> ○ Students with Exceptionalities (SWE) improved by 8.9 Index Points in ELA. Also, SWE students achieving mastery or above increased from 18% to 20%. ● ELL Assessment Index for SS/Civics/U.S. History <ul style="list-style-type: none"> ○ The overall ELL SS/Civics/U.S. History index grew by 40% from the previous year. | <ul style="list-style-type: none"> ● SWE students in Academic Performance in Social Studies <ul style="list-style-type: none"> ○ Students with Exceptionalities (SWE) dropped by 18.6. Also, SWE students achieving mastery or above decreased from 26% to 12%. ● Overall Performance for SWE Subgroup <ul style="list-style-type: none"> ○ Students with Exceptionalities (SWE) remain one of the lowest scoring subgroups for the LEAP test. ● Overall Performance from EL Subgroup <ul style="list-style-type: none"> ○ English Language Learners (EL) scored the lowest for subgroups on the LEAP test across all subjects except Social Studies. |
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SCHOOL CULTURE DATA - MRA

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

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| <ul style="list-style-type: none"> ● Overall Discipline <ul style="list-style-type: none"> ○ Increases in both minor and major infractions; however, a decrease in transition throughout the day has helped mitigate overall distractions and opportunities for further discipline issues. ● Minor Infractions <ul style="list-style-type: none"> ○ Failure to wear ID's has decreased ● MRA Sub Measure: Leadership <ul style="list-style-type: none"> ○ Minor improvement noted across key areas supporting Student and Staff Leadership, increasing 2 points in Positive Wellbeing and Prosocial Behaviors, and 1 point in Interpersonal Effectiveness. ● MRA Sub Measure: Culture <ul style="list-style-type: none"> ○ Improvement noted for Staff Voice by 2 points, which has an impact on the value, respect, and support felt by the faculty/staff. ● MRA Sub Measure: Academics <ul style="list-style-type: none"> ○ Significant improvement noted in Social Support and School goals increasing by 3-4 points. | <ul style="list-style-type: none"> ● Minor Infractions <ul style="list-style-type: none"> ○ Minor infractions, including dress code and tardies, have increased due to more rigorous enforcement of school policy. ● Major Infractions <ul style="list-style-type: none"> ○ Increase in overall major infractions due to additional administrative assistants enhancing accountability ● Overall Score <ul style="list-style-type: none"> ○ Overall and individual category scores, currently ranging from 74 to 76, place our MRA score in the high end of the Satisfactory range but continue to fall short of the Effective range beginning at a score of 80. ● MRA Sub Measure: Academics <ul style="list-style-type: none"> ○ Empowering Teachers is an area that has shown no overall growth, specifically in the subcategories of Instructional Efficacy and Student-led Practices. |
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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)

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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)	

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	Leadership Goal
2024-25	
Improve students' ability to read, understand, and express understanding of complex, grade-level texts.	Engage teachers in data analysis to inform instruction and boost student achievement, especially for the lowest performing 25% of students in Math and English.
2025-26	
Consistently implement clear, aligned, student-friendly standards and objectives throughout the lesson cycle so that students understand the learning goal, the success criteria, and how to demonstrate mastery.	Increase student and staff attendance to reach an average of 97%. Attendance averages range between 93-95% for students and 90 - 93% for staff. Early interventions have begun, but chronic absenteeism patterns are still impacting overall averages.
2026-27	

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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
September	● Analyzed overall LEAP data and highlighted successes and areas for improvement ● Based on a data review, the school advancement plan (SAP) Wildly Important Goals were discussed. ● Mr. Esker shared details about WorkKeys testing. ● Discussed focus on identifying the lowest 25% and strategies to grow students. ● Developed a “Literacy” based goal.	● MHS LEAP data ● SAP Template for 2024-2027	● Reach out to teachers for feedback on WIG goals. ● Look for examples of how teachers are using literacy strategies across the curriculum. ● Share data with PLC teams.
October	● Presented proposed WIGs and discussed an action plan ● Discussed the administration of district Checkpoint assessments for math, ELA, and science	● SAP with Preliminary WIG and Leadership Goals included ● Illuminate instructions ● Examples of LEAP rubrics ● Examples of Biology “Data Nuggets”	● Finalize both the WIG (School Focus Area) and Leadership goal. ● Share Google Doc with SAP so all can edit/comment/contribute.

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	• Discussed the leadership goal and ways to have goal setting and communication of school-wide goals to the entire school.		• Next time, bring examples of student work from ELA, math, and science checkpoints
November	• SAP completed and reviewed • Continue to develop Action Plan and implementation strategies • Discuss Future Family Focus Night • School-wide writing checklist/rubric for students • Data and Goal-Setting for teachers and students (ACT tracker) • ACT is actually STILL important ○ Look at SPS score breakdown for next year	• SAP Template completed • Future Family Focus Night Info	
December	• Data and goal-setting updates • Back to School Professional Development for Teachers: ○ Leader in Me	Templates for Constructed Response Future Family Focus Night	
January	• WIGs for Teachers and Students • School-wide Practice ACT Information • Use Checkpoint data to look for short term wins • Look at samples of student work to hopefully see how strategies and action plan are coming along • Teaching requests for next year and scheduling for next year.	Checkpoint 1 and Checkpoint 2 Data Spreadsheet WIG Templates from Canva Scheduling Google Form	
February			

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March	• Spreadsheet Tool that allows teachers to identify their bottom 25% based on Illuminate Data • Report in Illuminate for Checkpoint Tests that allow teachers to see how well their students are doing compared to the district and entire school broken down by standard • Checkpoint data for all subjects • District ACT Test	Spreadsheet Example Illuminate Example	
April			
May			

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 monitor progress?*
 - *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, Mandeville High School will increase the SPS by an average of 0.35 points per year from 98.9 to 100.0 through a focus on improving all students' ability to read, understand, and express understanding of complex, grade-level texts across all content areas.

Progress will be tracked through regular writing assessments, student feedback on writing prompts, and analysis of writing samples during PLC meetings. District checkpoint test data will be used to monitor improvement and adjust instruction, ensuring continuous growth in student writing performance.

We will achieve this goal by providing students with oral and written feedback that is academically focused, frequent, and high-quality. Feedback will be given during guided practice, throughout the lesson, and during review of independent work and by providing teachers with professional development in effective writing instruction.

We will need resources for writing instruction, including LEAP-aligned rubrics and support materials, as well as professional development for staff centered on utilizing the district adopted, high quality instructional materials (HQIM).

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
98.9	99.3	99.6	100.0
55.7	56.05	56.4	56.75
	Met Goal?	Met Goal?	Met Goal?

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2024-25 Components of SPS

Assessment Index (AI)

- What is your current AI in –
 - ELA 92.4
 - Math 82.3
 - Science 84.6
 - Social Studies 89.6
 - Overall 87.5
- Where are there opportunities for growth?
 - **Improving Students' Ability to read, understand, and express understanding of complex, grade-level texts:** Develop and plan Guidebook-aligned lessons that engage students in analyzing texts and crafting well-structured arguments in response to prompts, enhancing critical thinking skills and improving their ability to articulate ideas effectively.
 - **Integrating Document-Based Questions across the Curriculum:** Integrate document-based questions into science and social studies curricula that require students to cite textual evidence, strengthening their analytical skills and enhancing their understanding of content.
 - **Providing Targeted Tutoring and Interventions:** Implement targeted tutoring sessions and intervention programs specifically designed for struggling students. Focus on foundational skills that benefit all students, with particular attention to the SWE population.

Progress Index (PI)

- What is your current PI in –
 - Overall? 93.8
- Where are there opportunities for growth?
 - **Analyzing Student Work in PLCs:** Focus on analyzing student work during PLCs to ensure it aligns with the rigor of content standards and lesson objectives. The work should engage students in higher-order thinking by requiring them to interpret information, draw conclusions with supporting evidence, and connect new learning to prior knowledge and real-life experiences.
 - **Targeting Support for Lowest Performers:** Identify the lowest 25% of scorers and implement a targeted support program specifically designed for these students.
 - **Analyzing Data Frequently:** Engage teachers to analyze student data more frequently and regularly monitor progress to inform future instruction.
 - **Creating a Supportive Learning Environment:** Create a supportive environment that encourages students to take risks in their learning, fostering a culture of safety and encouragement.
 - **Scaffolding for Skill Development:** Provide scaffolding strategies to build students' confidence and skills across all subjects, helping them gradually develop their abilities and tackle more complex concepts.

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Interests and Opportunities (I/O)

- What is your current I/O? 142.9
- Where are there opportunities for growth?
 - **Maintaining and Maximizing Scores:** Maintain the current high score and strive for the maximum of 150 points, ensuring we continue to meet our performance goals.
 - **Enhancing Course Offerings and Extracurriculars:** Continue to enhance our course offerings and extracurricular activities, providing a broad range of options that cater to diverse student interests.
 - **Providing Diverse Participation Opportunities:** Expand opportunities for student participation across various activities, ensuring inclusivity and encouraging engagement in both academic and extracurricular pursuits.

DCAI (Jr. Highs ONLY)

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

ACT Index (High Schools ONLY)

- **What is your current ACT index?** 92.2
- **Where are there opportunities for growth?**
 - **Offering Targeted ACT Preparation:** Offer targeted ACT preparation courses and embed ACT prep materials and practice questions into existing coursework. Strategically schedule students in ACT prep courses using ACT and Pre-ACT data from Freshman and SOPHOMORE year.
 - **Enhancing Access to Resources:** Enhance access to practice tests and create a comprehensive database of ACT prep resources that teachers can easily access and share.
 - **Providing Professional Development for Teachers:** Provide professional development focused on effective ACT teaching strategies, including training on how to analyze student performance data.
 - **Encouraging Interdisciplinary Collaboration:** Encourage collaboration among teachers across subjects to integrate ACT skills into their lessons.
 - **Utilizing Digital Data Notebooks:** Create a digital data notebook for students to track Pre-ACT scores, District Practice ACT test scores, and ACT scores and set goals for improvement. This tool will help students take ownership of their progress and stay motivated.

Strength of Diploma Index (SOD) (High Schools ONLY)

- **What is your current SOD?** 106.5

How many students/What percent earned-

- **160?** $7/484 = 1.4\%$
- **150?** $121/484 = 25\%$
- **115?** $118/484 = 24.4\%$
- **110?** $161/484 = 33.3\%$
- **100?** $22/484 = 4.5\%$

- **Where are there opportunities for growth?**
 - **Expanding Advanced Opportunities:** Increase AP and dual enrollment options, and promote advanced credentials.
 - **Enhancing CTE Programs:** Strengthen career and technical education pathways with local partnerships for internships.
 - **Creating Awareness Campaigns:** Inform students and families about the benefits of advanced credentials and college credit opportunities, emphasizing how these can enhance future college and career prospects.
 - **Utilizing Digital Data Notebooks:** Encourage students to set and track their goals related to advanced courses and CTE programs in digital data notebooks.
 - **Monitoring Progress:** Regularly analyze data on student participation and success in advanced courses and CTE programs to identify areas for improvements and celebrate achievements.

Graduation Rate (High Schools ONLY)

- **What is your current grad rate? 86.9%**
- **Where are there opportunities for growth?**
 - **Incorporating Early Identification and Intervention:** Implement a system to identify at-risk students early. Regularly monitor academic performance and to intervene before students consider dropping out. Continue to utilize the JAG program in accomplishing this.
 - **Enhancing Counseling Support:** Strengthen the role of school counselors to provide personalized support, including career counseling, academic planning, and mental health resources.
 - **Involving Parents and Community:** Foster stronger connections with parents and the community to create a support network for students and help parents understand the importance of completing high school.
 - **Expanding Career and Technical Education (CTE) Programs:** Expand CTE offerings to provide students with hands-on learning experiences and vocational training.
 - **Expanding Paid Internships for All Students:** Create and expand paid internship opportunities for students across a variety of industries. Collaborate with local businesses, non-profits, and industries to establish a diverse range of internships that align with students' career interests and academic pathways.
 - **Creating Mentorship Programs:** Pair at-risk students with mentors who can provide guidance, support, and encouragement.

Graduation Rate Index (High Schools ONLY)

- **What is your current grad rate index? 96.6**

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- **Collaborating with Alternative Programs:** Work collaboratively with homeschooling or GED programs to create a better transition for students who choose those paths.

2025-26 Components of SPS

Achieve Index (AI)

- What is your current AI in –
 - ELA? **93%**
 - Math? **84.6%**
 - Science? **79.1%**
 - Social Studies? **86.2%**
 - Overall? **86.2%**
- Where are there opportunities for growth?
 - The growth opportunity is in Science specifically Biology due to the 5.5 decrease in the assessment index.
 - Social Studies is another area of opportunity for growth due to a 3.4 decrease in the assessment index - deficit
 - Focus = 6.5 decrease in U.S. History

Growth Index (GI)

- What is your current GI in –
 - ELA? **0.6**
 - Math? **2.3**
 - Lowest 25% in ELA? **49.5 (+11 from 2024)**
 - Lowest 25% in Math? **47.8 (+2.5 from 2024)**
 - ELL population? **39.1 (no previous data)**
 - Overall? **86.2 (-2.9 from 2024)**
- Where are there opportunities for growth?
 - The opportunity for growth lies in the Overall Growth Index, which can be connected back to Biology and U.S. History decreases.

Thrive Index (TI) (High Schools ONLY)

- What is your current overall TI?
 - **209.4**
- Where are there opportunities for growth?

Readiness on Nationally Recognized Exams (High Schools ONLY) - 2026 Senior Data (as of Jan 1, 2026)

- What is your current percentage of students earning at least-
 - ACT of 20? **67%**
 - SAT of 1040? **3%**
 - CLT of 67? **0%**
 - WorkKeys Gold? **5%**

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○ The opportunity for growth would be increasing the students' scores on nationally ranked exams best suitable for each individual student's needs.	○ ASVAB (AFQT) of 59%? 6% ○ Overall? 70% ● Where are there opportunities for growth? ○ Two areas of growth would be identifying students who could benefit from taking the ASVAB and encourage them to take it, as well as, identifying those students with the potential to earn a Gold on WorkKeys based on previous scores and ACT scores.
University Accelerator (High Schools ONLY) ● What is your current overall percentage? ○ 59.3% ● Where are there opportunities for growth? ○ Opportunities for growth are increasing the number of students in dual enrollment courses, while tracking to ensure these students attain a 20 on the ACT to meet the accelerator requirements.	Career Accelerator (High Schools ONLY) ● What is your current overall percentage? How many students/What percent earned- ○ Basic bundle + internship? 0% ○ Advanced credential + internship? 1% ○ 2 years of FF-aligned registered apprenticeship? 0% ○ Certificate of technical studies in a high wage/high demand industry? 0% ● Where are there opportunities for growth? ○ The opportunity for growth is leveraging those students with Advanced IBC's to enroll in the Internship program and also ensuring those enrolled in Internship receive an Advanced IBC or Basic Bundle.
Service Accelerator (High Schools ONLY) ● What is your current overall percentage? 0.08% ● How many students/What percent have- ○ Signed military acceptance letter? 1 ○ Service Academy acceptance? 3	Graduation Rate (High Schools ONLY) ● What is your current grad rate? 90% ● Where are there opportunities for growth? ○ The focus for growth is connected to the WIG to increase overall student attendance percentage, which

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● The opportunity for growth would be ensuring students receiving signed military acceptance or service academy acceptance are reporting to the senior counselor for our records.	in return will keep students academically involved and on track to graduate.
2026-27 Components of SPS	
Achieve Index (AI) ● What is your current AI in – ○ ELA? ○ Math? ○ Science? ○ Social Studies? ○ Overall? ● Where are there opportunities for growth?	Growth Index (GI) ● What is your current GI in – ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall? ● Where are there opportunities for growth?
Thrive Index (TI) (High Schools ONLY) ● What is your current overall TI? ● Where are there opportunities for growth?	Readiness on Nationally Recognized Exams (High Schools ONLY) ● What is your current percentage of students earning at least- ○ ACT of 20? ○ SAT of 1040? ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? ● Where are there opportunities for growth?

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University Accelerator (High Schools ONLY) • What is your current overall percentage? • Where are there opportunities for growth?	Career Accelerator (High Schools ONLY) • What is your current overall percentage? How many students/What percent earned- ○ Basic bundle + internship? ○ Advanced credential + internship? ○ 2 years of FF-aligned registered apprenticeship? ○ Certificate of technical studies in a high wage/high demand industry? • Where are there opportunities for growth?
Service Accelerator (High Schools ONLY) • What is your current overall percentage? How many students/What percent have- ○ Signed military acceptance letter? ○ Service Academy acceptance? • Where are there opportunities for growth?	Graduation Rate (High Schools ONLY) • What is your current grad rate? • Where are there opportunities for growth?

PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

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

- **Priority Goal #1 (Culture)** - From Fall 2024 to Fall 2027, Mandeville School will increase the MRA sub-measure School Goals from 71 to 80 through a focus on effective goal setting with regular progress monitoring.
- **Priority Goal #2 (Academics)** - From Fall 2024 to Fall 2027, Mandeville High School will increase the Biology Percent Proficient from 49.5% to 60.0% through a focus on improving students' ability to construct well-supported written responses to prompts based on data presented.
- **Priority Goal #3 (Academics)** - From Fall 2024 to Fall 2027, Mandeville High School will increase the English Progress Index from 49% to 60% through a focus on improving all students' ability to read, understand, and express understanding of complex, grade-level texts.

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Priority Area #1 Goal:

From 2024 to 2027, the MRA sub-measure titled School Goals will increase from 71 to 80 through effective goal setting and progress monitoring.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
71	73	75	77		80	
	Met Goal?		Met Goal?		Met Goal?	
		N	Y	N	Y	N

How are we going to get there?

1. **Offer Professional Development:** Provide training for teachers on effective goal-setting strategies and the use of progress monitoring tools.
2. **Provide Goal-Setting Framework:** Develop a framework for setting goals at both class and individual student levels.
3. **Pilot Digital Data Notebooks:** Introduce digital platforms for students to set, track, and reflect on their goals regularly, launching a pilot program by the end of the first semester.
4. **Establish a Timeline for Progress Reviews:** Schedule progress reviews for students and teachers to monitor goal achievement, adjust strategies, and celebrate successes.
5. **Foster Collaboration and Support:** Create a collaborative environment where grade-level or subject level teams share best practices.
6. **Implement Feedback Mechanisms:** Establish ways for student and teacher feedback to continually improve the goal-setting and tracking.
7. **Celebrate Success Milestones:** Recognize and celebrate student and class successes quarterly to build motivation and engagement.
8. **Conduct Feedback Surveys:** Gather feedback on the goal-setting process from students and teachers after the first year to inform future improvements.

Purchased Resources to Support Priority Goals

Professional Development Offered
• Provide training for teachers on effective goal-setting strategies and the use of progress monitoring tools • Collaboratively develop a framework for setting goals at both class and individual student levels.

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- Introduce digital platforms for students to set, track, and reflect on their goals regularly, launching a pilot program by the end of the first semester

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?

1. **Active Goal-Setting:** Students regularly set and update their personal and class goals in digital data notebooks.
2. **Goal Achievement Rate:** Track the percentage of students achieving their personal and class goals by the end of each quarter.
3. **Peer Collaboration:** Observe the students collaborating with peers to discuss their goals and share strategies for success.
4. **Engagement Levels:** Observe increased student participation in goal-setting activities and use of digital data notebooks.
5. **Progress Monitoring:** Consistent tracking of goals in digital notebooks, with regular reflections documented.
6. **Celebration of Successes:** Recognize individual and class milestones frequently, creating a culture of achievement.
7. **Positive Attitudes:** Assess enhanced student motivation and ownership of their learning as evidenced by their attitudes and participation.
8. **Improved Academic Performance:** Identify positive trends in grades and assessment scores linked to goal achievement.

2024-25					
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results
Increase MRA Sub Measure School Goals	71	ACT Goal and Growth Tracker		Templates for Teacher and Class WIGs	
			Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

- Created an **ACT Goal and Growth Tracker** for the ACT Prep courses. This tool aims to help students set individual goals and track their progress toward meeting those goals.
- Began the process of **integrating goal-setting strategies** into the classroom, focusing on setting both personal and class goals.

Successes:

- The **ACT Goal and Growth Tracker** was successfully introduced, and teachers used it to guide students in setting specific, measurable goals for their ACT preparation. Early feedback from students has shown increased awareness of their goals and a sense of responsibility for tracking their progress.
- **Goal-setting activities** have gained traction, with students showing a growing ability to set clear goals for themselves. Teachers noted that many students are becoming more focused on their academic growth.

Challenges:

- **Initial resistance** from some students and teachers to the goal-setting process, as it requires additional time and effort to engage with and track goals continuously.
- The **implementation of digital data notebooks** has yet to be fully rolled out, which limits students' ability to track their goals digitally and reflect on their progress in real time.

What We're Learning:

- **Digital tools for goal-setting** are still in the developmental phase and need refinement for broader student engagement. Students and teachers need more training on how to maximize the effectiveness of these platforms.
- Teachers are recognizing the **value of ongoing professional development** on goal-setting, particularly in terms of how to adjust goals throughout the semester based on progress.

Quarter 2 Reflection –

- Introduced **Templates for Teacher and Class WIGs (Wildly Important Goals)**. Teachers set both personal and class goals, tracked these goals, and began sharing their progress.
- Continued working on **integrating the goal-setting framework** into classroom routines, and expanded the use of the **ACT Goal and Growth Tracker** across more courses.

Successes:

- Teachers are increasingly confident in their ability to set and track personal and class goals, which has begun to foster a culture of continuous improvement. Some students have shown initiative in setting their own academic goals outside of the classroom.

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- The **goal-setting templates** for teachers and classes are now in use, which has helped clarify expectations and improve accountability at all levels.
- Students have begun using **peer collaboration** to share their goals and strategies. Many students are discussing how they can support one another in achieving their goals, indicating growth in student engagement with the goal-setting process.

Challenges:

- Some students still find it challenging to engage meaningfully with the **digital data notebooks**, particularly when it comes to documenting their progress or reflecting on their goals.
- Not all teachers are consistently using the goal-setting tools. While some classes are thriving with the process, others need more structured support and guidance to keep the goal-setting momentum going.

What We're Learning:

- **Student buy-in** to the goal-setting process will require more than just the use of tools; it needs to be coupled with continuous **student reflection** and a clear understanding of how their goals directly contribute to their academic success.
- **Teacher collaboration** is crucial to ensuring consistency in goal-setting practices across all subject areas. The more teachers share their experiences and strategies, the more effective the process will be in boosting student achievement.

Quarter 3 Reflection –

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End of year Reflection –

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2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter	Results	3 rd Quarter	Results

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Increase MRA Sub Measure School Goals	71	ACT Goal and Growth Tracker		Google Form Survey for Teacher Certifications and overall needs	88% of Faculty participated in the survey to provide critical input		
			Met Goal? Y N		Met Goal?  N		Met Goal? Y N

Quarter 1 Reflection –

In Q1, walkthrough data showed that the majority of teachers are posting standards and objectives, but actual instructional use remains limited. The majority of teachers posted the objective daily, but few consistently referenced it during the lesson, aligned it to tasks, or used it to guide questioning and feedback.

Quarter 2 Reflection –

Freshman Assistant Principal conducted a survey through a Google Form answered by 125 members of the faculty, an 88% percent completion rate. This survey focused on teacher certification data, which was an area of concern for teachers, as well as, overall teacher needs. The data collected from the survey will be utilized to improve leadership communication and teacher needs in professional development.

Quarter 3 Reflection –

End of year Reflection –

2026-27

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Mandeville High School will increase the Biology Percent Proficient from 49.5% to 60.0% through a focus on improving students' ability to construct well-supported written responses to prompts based on data presented.

	2024 Biology % Proficient (Baseline)	2025 Biology % Proficient	2026 Biology % Proficient	2027 Biology % Proficient
All Students	49.5%	53.0%	56.5%	60.0%

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		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	12.5%	16.0%	19.5%	23.0%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	0.0%	5.0%	10.0%	15.0%
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

1. **Analyze Student Work in PLCs:** Ensure work aligns with the rigor of content standards and lesson objectives, engages students in higher-order thinking by requiring them to interpret information, draw conclusions with supporting evidence, and connects new learning to prior knowledge and real-life experiences.
2. **Professional Development for Teachers:** PLC Meetings and Teacher Professional Development focused on strategies for teaching students to analyze data and construct written responses.
3. **Integrate Data Analysis and Writing into Curriculum:** Incorporate "Data Nuggets" into the science curriculum beginning at the ninth grade level and continuing with biology, ensuring that students regularly engage with data and practice constructing responses throughout their coursework.
4. **Collaborative Learning:** Foster collaborative learning environments where students can work in pairs or small groups to analyze data and discuss their claims. This peer interaction can enhance understanding and improve writing skills.
5. **Structured Writing Framework:** Provide students with a clear framework or rubric for constructing written responses. This could include guidelines on how to make claims, support them with evidence, and explain their reasoning.
6. **Regular Formative Assessments:** Implement regular formative assessments focused on constructed responses and data analysis. This will help identify areas of improvement and allow for timely feedback to students.
7. **Use of Technology:** Integrate technology tools that facilitate data analysis and collaborative writing, such as online platforms for shared documents or data visualization tools.
8. **Celebration of Successes:** Create a system for celebrating student success in writing and data analysis, such as showcasing their work or recognizing improvement in constructed responses.

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

Professional Development Offered

- Utilize District-Adopted HQIM
- Strategies for Teaching Students to Analyze Data and Construct Written Responses
- Using Data Nuggets in Science Classes
- Creating Formative Assessments that Include Data and Writing
- Integrating Technology Tools that Facilitate Data Analysis and Writing

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?

Success Criteria:

1. **Improved Writing Skills:** Students will demonstrate an ability to write clear, well-structured responses to data prompts, including a claim, evidence, and reasoning.
2. **Data Analysis Proficiency:** Students will accurately analyze data sets and make appropriate claims based on their findings.
3. **Peer Review Participation:** Students will actively engage in peer review, providing constructive feedback on each other's written responses.
4. **Increased Assessment Scores:** Students will show measurable improvement in scores on assessments.
5. **Engagement in Class Discussions:** Students will participate actively in class discussions about data interpretation, demonstrating their ability to articulate their thoughts and support claims with evidence.

Indicators of Impact:

1. **Benchmark Assessments:** Regular assessments will reflect trends in the percent of students proficient in constructed responses.
2. **Quality of Student Work:** A review of student work will indicate improvement in the quality and complexity of written responses.
3. **Increased Participation:** Increased student engagement during data analysis activities and discussions will be indicated through length and vigor of discussion.
4. **Feedback from Students:** Metacognitive reflections on student writing will result in improvements for targeted skills.
5. **Teacher Observations:** Teachers will see increased student initiative and engagement during lessons focused on writing and data interpretation.

What You Should See Students Doing:

- Students will write clear and concise constructed responses in both individual and collaborative settings.
- Students will analyze data sets and draw well-supported conclusions during class and group activities.

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- Students will actively participate in peer review, giving and receiving feedback on their writing.
- Students will engage in discussions, ask questions, and defend their claims based on evidence.
- Students will show improvement on assessment tasks over time, reflecting increased proficiency in writing.

2024-25					
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results
Increase Biology Percent Proficient from 49.5% to 60.0%	49.5 %	Biology Teachers Using Data Nuggets Weekly; Practicing the CER method of constructed response	Students are improving but still need work; No Checkpoint 1 for Biology this year so data needed.	Teachers continue to use data nuggets; Visit from Live Oak Bio teachers was very successful and collaborative	Continued improvement but students need more feedback for written work; Will be able to tell more with CP 2 results
			Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

- Biology teachers introduced "Data Nuggets" as weekly bell ringers.
- Emphasis on improving students' written responses, integrating data analysis into lessons.

Successes:

- Early engagement with the Data Nuggets has shown promise in improving students' written responses. Teachers noted that students are beginning to make claims supported by evidence more regularly.
- Teachers have implemented regular formative assessments, such as quizzes and small writing tasks, to track improvement

Challenges:

- Without the checkpoint test, it's difficult to accurately gauge the overall effectiveness of these new strategies.
- The focus on writing and data interpretation has highlighted the need for more consistent and deeper student engagement.

What We're Learning:

- The Data Nuggets are a positive start, but more needs to be done to ensure these are meaningful to students. Teachers are working on better scaffolding the writing framework to support students in constructing strong written responses.
- Teachers are recognizing the need for stronger formative assessments that align more closely with the overall goal of improving writing and data analysis.

Quarter 2 Reflection –

- Continued use of Data Nuggets with growing success.
- Collaboration with the Live Oak team offered fresh perspectives and practical strategies.

Successes:

- Data Nuggets are becoming a regular part of students' learning routine, and we're seeing incremental improvements in their ability to construct claims and support them with evidence.
- The visit from Live Oak allowed both teams to share effective strategies and identify best practices, such as using collaborative group work to analyze data.
- The collaborative learning environment fostered through peer interactions is enhancing student comprehension of the material and giving them more confidence in discussing their findings.

Challenges:

- Although improvements are being made in writing, there is still inconsistency in the quality of student responses. Some students need more structured support to make meaningful connections between data and their written responses.
- Teacher buy-in across all subject areas remains a work in progress. Not all educators are consistently using the strategies developed in PLC meetings, which limits the overall impact on students.

What We're Learning:

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- While the collaboration with Live Oak was useful, we've recognized that more internal time for teachers to reflect on these practices would be beneficial.
- Teachers are still working on developing a more standardized approach to peer review, ensuring that feedback is constructive and leads to genuine improvement in writing.

Quarter 3 Reflection –

End of year Reflection –

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter	Results	3 rd Quarter	Results
Increase Biology Percent Proficient from 49.5% to 60.0%	49.5 %	Biology Teachers Using Data Nuggets Weekly; Practicing the CER method of constructed response	Students are improving but still need work - still no Checkpoint 1 for Biology this year so data needed.	Teachers continue to use data nuggets; Focus on the use of HQIM throughout daily lessons	Continued improvement but students need more feedback for written work; Will be able to tell more with CP 2 results	Utilize Fall LEAP data to gauge areas of refinement for Spring term	
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

During Quarter 1, biology teachers implemented Data Nuggets as weekly bell ringer activities. Instruction placed a strong emphasis on strengthening students' written responses while intentionally embedding data analysis into daily lessons.

Successes:

Initial exposure to Data Nuggets has resulted in increased student engagement and early improvement in written responses. Teachers observed that students are more frequently making claims supported by evidence. In addition, teachers have incorporated consistent formative assessments, including short quizzes and brief writing tasks, to monitor student progress.

Challenges:

The biggest challenge is adapting to the new block schedule to ensure students are receiving proper instruction with the extended time, while still retaining the information and not just memoizing.

What We're Learning:

While Data Nuggets provide a strong foundation, teachers recognize the importance of making these activities more purposeful for students. Efforts are underway to strengthen scaffolding and refine the writing framework to better support students in constructing effective written responses. Teachers are also identifying the need to develop more targeted formative assessments that align closely with the goal of improving data analysis and writing skills.

Quarter 2 Reflection –

Throughout Quarter 2, teachers continued the consistent use of Data Nuggets, with increasing effectiveness. Collaboration with the Live Oak team provided new insights and practical instructional strategies that strengthened implementation.

Successes:

Data Nuggets have become an established part of classroom routines, and gradual gains are evident in students' ability to develop claims and support them with evidence. The collaboration with the Live Oak team created opportunities to exchange effective practices, including the use of small-group collaboration to support data analysis. Peer interaction has fostered a more collaborative learning environment, leading to improved student understanding and greater confidence when discussing data-driven conclusions.

Challenges:

Despite overall progress in writing, the quality of student responses remains uneven. Some students continue to require additional structure and guidance to effectively connect data analysis to written explanations. In addition, consistent teacher implementation across subject areas is still developing. Limited buy-in and inconsistent use of PLC-developed strategies have reduced the collective impact on student learning.

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What We're Learning:

Educators are working toward establishing a more consistent and structured peer review process to ensure student feedback is meaningful and supports continued growth in writing. Reflection from the first term to better plan and implement for the second term is crucial.

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

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End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Mandeville High School will increase the English Progress Index from 50% to 56% through a focus on improving students' ability to read, understand, and express understanding of complex, grade-level texts.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	50% ELA (LEAP Progress School Summary % Top Growth)	52	54	56
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	41 (LEAP Progress School Subgroup Summary % Top Growth)	42	43	45
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	41	42	43	45

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	(LEAP Progress School Subgroup Summary % Top Growth)			
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	50 (LEAP Progress School Summary ELA % Top Growth)	52	54	55
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?	55	57	59	60
	(LEAP Progress School Summary ELA % Top Growth)	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

- **Analyze Student Work in PLCs:** Ensure work aligns with the rigor of content standards and lesson objectives, engages students in higher-order thinking by requiring them to interpret information, draw conclusions with supporting evidence, and connects new learning to prior knowledge and real-life experiences.
- **Targeted Interventions:** Implement specific interventions for the bottom 25% of students, such as small group tutoring sessions focused on writing skills and constructed responses.
- **Data-Driven Instruction:** Utilize diagnostic assessments such as Illuminate to identify individual student needs and tailor instruction accordingly. Teachers will regularly monitor progress and adjust strategies as necessary.
- **Writing Workshops:** Organize writing workshops for students that focus on the fundamentals of constructing responses, including brainstorming, outlining, drafting, and revising.
- **Peer Review:** Pair struggling students with peer mentors who can provide guidance and support in developing writing skills and building confidence.

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- **Incorporate Multimedia Resources:** Use videos, graphic organizers, and interactive tools aligned with district-adopted High Quality Instructional Materials (HQIM) that help students visualize the writing process and understand how to structure their responses effectively.
- **Frequent Feedback:** Create a system for providing timely, constructive feedback on student writing. This can include one-on-one conferences where students can discuss their work and areas for improvement.
- **Embed Writing Across the Curriculum:** Create engagement through relevant topics utilizing district-adopted High Quality Instructional Materials (HQIM) across the curriculum.

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

Professional Development Offered

- Utilize District-Adopted HQIM
- Illuminate Training
- Writing Across the Curriculum Workshops
- Using Rubrics and Checklists to Grade Constructed Responses and Give Better Feedback
- Creating Formative Assessments that Include Constructed Responses
- Integrating Technology Tools that Facilitate Data Analysis and Writing

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?

Success Criteria:

- **Improved Writing Quality:** Students will produce written responses that consistently demonstrate a clear claim, supporting evidence, and reasoning. Rubric assessments will show increased scores in these areas.
- **Growth in Assessment Scores:** The bottom 25% of students will show measurable improvement in their scores on writing assessments.
- **Increased Engagement:** Students will exhibit greater participation in writing activities, workshops, and class discussions.
- **Timely Completion of Assignments:** There will be a noticeable increase in the percentage of on-time submissions of writing assignments from the bottom 25%, indicating improved motivation and commitment.
- **Positive Student Feedback:** Surveys or feedback indicating students feel more confident in their writing abilities with at least 75% reporting a positive change.
- **Peer Collaboration:** Evidence of increased peer collaboration during writing activities, as students engage in peer review and provide constructive feedback to each other.
- **Benchmark Assessment Trends:** Data from benchmark assessments will indicate a gradual increase in the English Progress Index for the bottom 25%, with a target of reaching or exceeding the goal of 60% by Fall 2027.

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Indicators of Impact

- **Improvement in Writing Assignments:** Quality of written responses from the bottom 25% of students will show positive progression.
- **Increased Participation:** Higher levels of participation and engagement in writing activities and workshops among targeted students.
- **Benchmark Assessments:** Progress tracked through benchmark assessments, will show growth in the English Progress Index for the bottom 25%.
- **Student Feedback:** Students feedback will reflect their confidence in writing and their perceptions of their progress.
- **Teacher Observations:** A noted increase in collaboration and support amongst peers will be present.

What will you see students doing?

- Students will actively participate in interventions and writing workshops.
- Students will engage with mentors and seek feedback on their writing.
- Students will regularly complete writing assignments that show improved skills.
- Students will demonstrate a clear understanding of how to construct well-supported written responses.
- Students will take ownership of their learning by setting goals and reflecting on their progress.

2024-25					
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results
Increase English Progress Index from 49.5% to 60%	49.5 %	Administered “Benchmark Assessment” (District Checkpoint Test); Shared report showing how teacher’s students did compared to District and whole school broken down by standard	Teachers were able to identify standards their students had not mastered and collaborate on ways to improve	PLC team created a spreadsheet that uses Illuminate Data to identify the bottom 25% for their class. Another PLC created a lesson that used the Checkpoint 2 written response to remediate/build student writing skills	Students often write with little to no feedback. This lesson lets them use their own work to build off of to become better writers.
			Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

- Teachers administered the **Benchmark Assessment (District Checkpoint Test)** to identify areas where students need additional support, particularly the bottom 25%.
- **PLC teams** analyzed the data, identifying standards students had not mastered, and created action plans for remediation, including focusing on **writing skills**.

Successes:

- **Resource English 1 classes** showed clear **student progress and engagement**, indicating that the strategies being implemented are making an impact. The new hire in this role has been instrumental in driving student success and engaging students more effectively.
- **English 1 and 2 checkpoint scores** were notably higher than both district averages and the overall school performance. The percentage of students achieving the mastery level was also significantly higher, which reflects effective intervention strategies and engagement in writing activities.
- The **PLC team's use of Illuminate data** to track progress is proving helpful. By identifying the bottom 25%, teachers are able to tailor interventions more precisely, which is expected to help these students show measurable improvement over time.

Challenges:

- Some teachers still struggle with finding time to provide students with meaningful **writing feedback**, so students often submit work with little to no idea as to what they are doing well and what they can do to improve. While remediation lessons have helped, the consistent challenge of providing actionable, meaningful feedback remains.

What We're Learning:

- The **Benchmark Assessment** has been useful in pinpointing students' struggles with certain standards, and it has helped align our interventions with those needs.
- We need more structured, ongoing **feedback** for students on their writing. A system to provide targeted feedback will ensure that students can continually improve their written responses.

Quarter 2 Reflection –

- Continued work with **data analysis** using Illuminate to identify the bottom 25% of students.
- The focus on using **small group tutoring** and **writing workshops** is beginning to take root, with teachers creating targeted lesson plans to address writing challenges.
- Developed a **spreadsheet** to help teachers track the progress of the bottom 25% and create focused interventions based on data.

Successes:

- The **spreadsheet for tracking the bottom 25%** has been an invaluable tool for ensuring targeted interventions. Teachers can easily see which students need additional support and are now able to organize **small group interventions** more effectively.
- **Small group lessons** and **written response workshops** have led to improvements in student writing. In particular, the lessons based on **Checkpoints 2 written responses** have allowed students to use their own work as a foundation to improve writing skills.
- **Teachers have embraced the goal-setting** and **progress tracking system**, which is helping students take ownership of their learning. Teachers have noted more **engagement** during writing workshops and **peer review sessions**.

Challenges:

- The **bottom 25% of students** still show variability in engagement, even with targeted interventions. Some students are more reluctant to participate in peer reviews or writing workshops, which means they might not be reaping the full benefits of these strategies.
- While the data tools are helping us understand where students are struggling, we need to continue improving our **formative assessments** to ensure that all aspects of the writing process are being addressed.

What We're Learning:

- The **bottom 25%** needs more individualized, one-on-one attention in some cases, especially when it comes to **developing their writing** skills. Some students are not yet engaging fully with peer reviews, so more emphasis may need to be placed on ensuring they understand how peer feedback can improve their writing.
- Using students' **own written responses as feedback** (through review and revision) is an effective way to engage them in the writing process and encourage self-reflection.

Quarter 3 Reflection –

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End of year Reflection –

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Increase English Progress Index from 49.5% to 60%	49.5 %	Teachers were given LEAP Data for new students with goals for 2025 Fall LEAP test	Teachers were able to track these goals against District Checkpoints and provide intervention as needed	Administered “Benchmark Assessment” (District Checkpoint Test); Shared report showing how teacher’s students did compared to District and whole school broken down by standard	Teachers were able to identify standards their students had not mastered and collaborate on ways to improve and continue interventions during APP Period	Work on Common Assessments to identify areas of need and reflect on overall student learning.	
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

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During Quarter 1, our primary focus was on identifying, organizing, and utilizing individual student LEAP English data to set personalized growth goals for the Fall 2025 LEAP assessment based on needs of the student and state SPS Accountability system. Through the use of the student data tracker, teachers were able to analyze previous performance levels, subclaims, and skill breakdowns to determine the most strategic areas of instructional focus for each learner.

The process revealed that while baseline data is being collected consistently, the next step is strengthening how the data is used to adjust instruction, monitor progress regularly, and ensure that students themselves understand their goals and how to reach them.

Overall, Q1 laid the foundation for a more data-driven and targeted approach to English instruction, but sustainable progress will depend on strong systems for ongoing monitoring and student ownership of the goals.

Successes:

PLC Leaders entered each student's prior LEAP ELA performance level and scale score.

Students were assigned individual growth goals based on their baseline data, with specific targets for improvement in reading comprehension, written expression, and vocabulary/knowledge components.

Teachers gained a stronger understanding of each student's performance history, helping them anticipate which standards and skills will require more support.

The tracker became a central resource in PLC conversations, allowing teams to compare class trends, identify skill clusters, and align instructional planning accordingly.

Challenges:

While data was collected and entered, not all teachers consistently use it to adjust daily or weekly instruction.

Although goals were created, many students struggle to articulate their target scale score or identify the specific skills they need to strengthen.

PLCs sometimes lack the time needed to thoroughly examine patterns in subclaim performance (like literary text, informational text, writing, language conventions).

Some teachers need more support understanding how LEAP subclaims directly connect to classroom lessons, writing tasks, and questioning levels.

What We're Learning:

Students need clear explanations of what their goals mean and how daily tasks connect to improving those specific areas. The tracker is most effective when it informs targeted groupings - especially for students struggling in the same subcategory. Teachers benefit from quick checks (exit tickets, short writing responses, comprehension checks) tied directly to LEAP skills and updated in the tracker.

Quarter 2 Reflection –

At the start of the new school year, teachers administered the district Benchmark Assessment (Checkpoint Test) to identify student strengths and areas requiring targeted support, with particular attention to the bottom 25% of performers. PLC teams analyzed assessment data to determine standards not yet mastered and developed intentional action plans for remediation, with a continued emphasis on strengthening student writing skills.

Successes:

Resource English 1 classes demonstrated measurable gains in both student engagement and academic progress, indicating that current instructional strategies are yielding positive results. The teacher in this role has played a key role in increasing student participation and improving instructional effectiveness leading to the implementation of an inclusion class in the Spring.

Checkpoint assessment results for English 1 and English 2 exceeded both district averages and overall school performance. A higher percentage of students achieved mastery, reflecting the effectiveness of targeted interventions, consistent writing practice, and increased instructional alignment across courses.

The PLC team's strategic use of Illuminate data has strengthened progress monitoring. By intentionally identifying and tracking the bottom 25% of students, teachers are better able to design focused interventions, positioning these students for continued growth throughout the year.

Challenges:

Despite instructional gains, providing consistent, high-quality writing feedback remains a challenge. Time constraints limit teachers' ability to offer actionable feedback, which can leave students unclear about their strengths and next steps for improvement. While remediation lessons support skill development, establishing a sustainable feedback process continues to be an area for growth.

Struggles adjusting to pacing with the new block schedule presented some challenges regarding the amount of assessments and levels of rigor differentiated between on-level and honors classes.

What We're Learning:

The Benchmark Assessment has proven valuable in identifying specific standards where students struggle, allowing PLCs to more closely align interventions to demonstrated needs. Moving forward, the department recognizes the need for a more structured and ongoing feedback system to

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support student writing. Establishing clear, targeted feedback practices will help students better understand expectations and continuously improve the quality of their written responses.

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

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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?

Priority Goal #1 (Culture)

To support students in need related to effective goal setting and progress monitoring, Mandeville High School will implement the following:

1. **Goal Setting Workshops:** Conduct workshops for students and staff to teach effective goal-setting strategies, including SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound).
 - Resources Needed: Materials for workshops and time in the schedule for sessions.
2. **Regular Progress Check-Ins:** Establish a system for regular check-ins (bi-weekly or monthly) where students can discuss their goals with teachers or mentors.
 - Resources Needed: Scheduling tools, templates for tracking progress, and training for staff on how to facilitate discussions.
3. **Peer Accountability Groups:** Create peer-led groups where students can share their goals, provide support, and hold each other accountable for progress.
 - Resources Needed: Training for student leaders and materials for group activities.
4. **Feedback Mechanisms:** Implement feedback forms to collect student input on the goal-setting process and areas for improvement.
 - Resources Needed: Digital tools for survey distribution and analysis.
5. **Recognition of Achievements:** Develop a system to recognize and celebrate student achievements related to their goals, fostering a positive school culture.
 - Resources Needed: Awards, recognition events, and communication platforms to share success stories.

Priority Goal #2 (Academics - Biology)

1. **Writing Workshops:** Conduct writing workshops to enhance their ability to articulate claims, evidence, and reasoning in responses.
 - Resources Needed: Workshop materials, guest speakers or experts in scientific writing, and dedicated time in the curriculum.
2. **Data Analysis Activities:** Incorporate regular hands-on activities that require students to analyze data and construct written responses, making connections to real-world scenarios.
 - Resources Needed: Access to data sets, tools for data visualization, and classroom resources for interactive activities.

3. **Regular Feedback and Assessment:** Implement formative assessments to provide timely feedback on constructed responses, allowing for adjustments in teaching and learning.
 - Resources Needed: Assessment tools, rubrics for evaluating writing, and time for teacher-student conferences.

Priority Goal #3 (Academics - English)

1. **Writing Centers:** Establish a writing center during MAP classes where students can receive one-on-one support for constructing well-supported written responses across all subjects, including English.
 - Resources Needed: Staff for the writing center, materials for writing assistance, and a designated space for tutoring.
2. **Peer Review Programs:** Develop a peer review program where students can exchange drafts and provide constructive feedback, enhancing their writing skills collaboratively.
 - Resources Needed: Training for students on how to provide effective feedback and structured guidelines for peer review.
3. **Reading and Writing Checklist/Rubric:** Create grade-appropriate Writer's Checklists or Rubrics to provide a framework for how students structure their responses to prompts.
 - Resources Needed: Workshop facilitators, reading materials, and instructional resources.
4. **Use of Technology:** Integrate technology tools that facilitate writing practice and allow for collaborative work, such as online document sharing and writing apps.
 - Resources Needed: Access to technology, software licenses, and training for students and staff.
5. **Ongoing Assessments:** Implement regular assessments to track progress in writing skills and provide targeted feedback, ensuring students are aware of their growth areas.
 - Resources Needed: Assessment rubrics, tracking tools, and time for individual student feedback sessions.

Intervention Strategies for At-Risk Students:

- EL program supports ELL learners
- IAP meetings and IEP meetings for teams to meet yearly and discuss student progress
- MAE teacher provides support for students with behavioral needs
- SBLC meetings after interventions are in place to determine IAO or IEP needs
- Career Coach tracks at risk student progress weekly
- Grade level counselors track student grades each 9 weeks
- Mental Health Provider tracks students with emotional support needs
- LEAP remediation during the school day for students who have scored unsatisfactory on one or more LEAP 2025 test
- Jumpstart team, including the School to Work Coordinator, works with students who are pursuing the TOPS TECH Diploma pathway

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:

Parent and Family Engagement (PFE) Events:

Priority Goal #1: Culture - Goal Setting

- ACT Parent Information Night
- MRA: Measurable Results Survey

Priority Goal #2: Academics - Biology Percent Proficient

- Open House
- In-Coming Freshman Scheduling Night

Priority Goal #3: Academics - Math Growth

- Open House
- In-Coming Freshman Scheduling Night

Other PFE Events:

- Future Family Focus Night
- Evening with the Arts
- New Student Orientation
- 8th Grade Student Visit Day
- Freshman Scheduling Night
- Graduation Ceremony
- Louisiana Rehabilitative Services (LRS) meeting for graduating Students with Exceptionalities
- College and Career Fair at Southeastern Louisiana University

2025-26:

Parent and Family Engagement (PFE) Events:

Priority Goal #1: Culture - Goal Setting

- Individual Grade Level Parent Meetings
 - ACT/Scheduling discussed as appropriate for each class
- MRA: Measurable Results Survey

Priority Goal #2: Academics - Biology Percent Proficient

- Open House
- Future Focus Night
- In-Coming Freshman Scheduling Night

Priority Goal #3: Academics - Math Growth

- Open House
- Future Focus Night
- In-Coming Freshman Scheduling Night

Other PFE Events:

- Future Family Focus Night
- Club Expo
- Evening with the Arts
- New Student Orientation
- 8th Grade Student Visit Day
- 8th Grade Student Scheduling at Feeder Schools
- Freshman Scheduling Night
- Graduation Ceremony
- Louisiana Rehabilitative Services (LRS) meeting for graduating Students with Exceptionalities
- College and Career Fair at Southeastern Louisiana University

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:

Future Family Focus Night

7th and 8th Grade Students and their family will get information about opportunities in high school and how to prepare now for a successful future.

- Families visit the school campus
- Learn about exciting opportunities coming up in high school
- Explore pathways to a successful future
- Participate in interactive activities with high school students and employees
- Learn about clubs and activities

ACT Parent Information Night

Meeting to help parents understand its importance in their child's educational journey. This event will provide valuable insights into the ACT format, scoring, and preparation strategies. We connect stakeholders by introducing parents to teachers and instructional coaches who can help the parents and their students navigate the ACT journey.

We cover topics such as:

- What is the ACT? An overview of the test structure and subjects.
- Why is the ACT Important? Understanding the ACT's role in college admissions and scholarship opportunities.
- Preparing for the ACT: Tips and resources to support their student's study efforts.
- Navigating the Registration Process: Step-by-step guidance on how to register for the test.
- There will also be a Q&A session where parents can ask questions and share concerns.

An Evening with the Arts

A showcase of creativity and talent as student artwork from across the school is displayed.

- Student artwork in a variety of mediums is on display
- Senior artists are showcased
- Family and community members are invited to attend and support our young artists
- Opportunity for family and community members to meet the student artists and learn about their inspirations and techniques.

2025-26:

Future Family Focus Night

7th and 8th Grade Students and their family will get information about opportunities in high school and how to prepare now for a successful future.

- Families visit the school campus
- Learn about exciting opportunities coming up in high school
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8th Grade Scheduling at the Feeder Schools

AP of Curriculum and Instruction, Freshman Counselor, and Gifted and Talented Coordinator met with each incoming freshman to assist in scheduling one-on-one to best set up a successful schedule for the following year.

Club Expo

An opportunity for all clubs to promote themselves and recruit new members giving all students, especially new students, the opportunity to peruse organizations offered on campus and speak with students one-on-one.

An Evening with the Arts

A showcase of creativity and talent as student artwork from across the school is displayed.

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- Student artwork in a variety of mediums is on display
- Senior artists are showcased
- Family and community members are invited to attend and support our young artists
- Opportunity for family and community members to meet the student artists and learn about their inspirations and techniques.

2026-27:

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

2024-25:

- JPAMS Student Progress Center and teacher pages/websites
- Course Description Guide
- Monthly Skipper Scoop Newsletter
- Mandeville High School website
- Robo calls highlighting activities and important dates
- Open House to communicate teacher classroom management policies, course syllabus, expected learning outcomes, communication policies.
- Monthly PTSA meetings
- Senior Parent Night
- ACT Parent Info Night
- Future Family Focus Night
- 8th Grade Scheduling Night
- Email communication from grade level counselors, School to Work Coordinator, and Special Education Coordinator
- SBLC and IEP meetings
- Career Coach
- Google Classroom pages for all grade levels
- FAFSA meetings and newsletters send out to juniors and seniors
- Parents of ELL students receive a Parent Welcome Letter, in various languages, for tracking student progress, Google Classroom information and how to be successful in learning a new language
- JPAMS Student Progress Center available in 5 languages for parents and students
- ELL accommodations form sent home to parents for signature in multiple languages

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- Communication from the ELL teacher for additional support including tutoring and in school learning interventions

2025-26:

- JPAMS Student Progress Center and teacher pages/websites
- Course Description Guide
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- Mandeville High School website
- Robo calls highlighting activities and important dates
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- ELL accommodations form sent home to parents for signature in multiple languages
- Communication from the ELL teacher for additional support including tutoring and in school learning interventions

2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25:

- New Student Orientation
- Scheduling Night
- Future Family Focus Night
- Senior graduation ceremonies in May
- Louisiana Rehabilitation Services annual meeting with SWE
- College and Career Fair
- Internships are provided for outgoing seniors for career exploration
- ASVAB test
- Yearly Tri-Parish Mega Job Fair
- Military/University/ Technical College recruitment personnel visits during student lunch periods

2025-26:

- New Student Orientation
- Scheduling Night
- Club Expo
- Future Family Focus Night
- Senior graduation ceremonies in May
- Louisiana Rehabilitation Services annual meeting with SWE
- College and Career Fair
- Internships are provided for outgoing seniors for career exploration
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- Yearly Tri-Parish Mega Job Fair
- Military/University/ Technical College recruitment personnel visits during student lunch periods

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

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: ACT Parent Night

Date/Time: Wednesday, November 13, 2024 at 6:00 pm

Targeted Priority Area: Priority Area #1: Culture: Goal Setting

Number of Participants: Approximately 80-90 Parents and Students, 2 Administrators, 3 Teachers.

Summary of Parent Feedback/Exit Tickets/Survey:

The ACT Parent Information Night was an informative and engaging event aimed at helping families understand the ACT's role in their child's educational journey. Aligned with our school's goal of fostering a culture of goal setting, the meeting provided parents with essential insights on the ACT's format, subjects, and its importance in college admissions and scholarships.

We covered key topics, including how to prepare for the ACT, useful study strategies, and a step-by-step guide to the registration process. The evening also featured a Q&A session, where parents could ask questions and address concerns. This interaction was highly productive, allowing us to clarify any uncertainties and provide tailored advice.

Feedback from parents was overwhelmingly positive. Many expressed gratitude for the helpful information and felt more confident in supporting their children's ACT preparation. Parents also appreciated the Q&A session, which addressed specific needs and concerns.

This event directly supported our school's culture of goal setting by empowering parents to actively engage in their child's academic success. The collaboration between home and school strengthened, and families left feeling better prepared to guide their children toward future academic goals.

Event Name: Future Family Focus Night

Date/Time: December 9, 2024

Targeted Priority Area: Priority Area #2: Engagement: Family & Community Involvement

Number of Participants: 450+

Summary of Parent Feedback/Exit Tickets/Survey:

Family Future Focus Night was an exciting and interactive event designed to showcase the diverse opportunities available to future students at Mandeville High. The event successfully brought together families from our feeder junior high schools, giving them a glimpse of the many clubs, sports teams, academic courses, and extracurricular activities our high school has to offer. With displays in various locations like the Auditorium, Commons, and Hallways, there was something for everyone to explore.

Each area highlighted different aspects of student life, from hands-on science dissections and experiments to live performances by the Drama Club. The event also featured presentations from sports teams such as Volleyball, Basketball, and Wrestling, as well as informative booths from groups like the Robotics Team, National Honor Society, and Green Club. Families had the opportunity to speak with coaches, teachers, and club leaders, gaining first hand insights into what each program entails and how students can get involved.

Feedback from attendees was overwhelmingly positive, with many parents expressing appreciation for the chance to see the breadth of activities available to their children. Many families noted that the event helped them better understand the variety of paths students can take in high school and beyond, and felt more informed in making decisions about their child's academic and extracurricular involvement. The event directly supported our school's focus on family and community engagement by fostering an atmosphere of connection and involvement. Parents and students alike left the event feeling empowered and excited about the opportunities at Mandeville. This collaborative experience strengthened the bond between home and school, and encouraged families to take a more active role in supporting their child's high school journey.

Year 1 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?***
 - **Results will be reported through the school website and many individual results such as the school's SPS through social media and robocalls.**

- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*
 - The ILT and school committees will use multiple data sources to evaluate the return on investment and overall effectiveness of implemented school programs. Student performance data, including benchmark assessments, constructed response scores, and formative assessment results, will be reviewed regularly to identify growth trends and measure progress toward priority goals. PLCs and ILT meetings will include analysis of student work samples to assess improvements in the quality, rigor, and consistency of writing and data analysis.
 - Implementation data will also be considered, such as frequency of program use, fidelity of instructional strategies, and teacher participation in professional development. Classroom observations, walkthroughs, and lesson artifacts will help determine whether strategies and purchased resources are being used as intended.
 - In addition, the ILT will review qualitative data, including teacher feedback, student reflections, and survey results, to understand perceived impact and areas for adjustment. By triangulating student outcome data, implementation evidence, and stakeholder feedback, the ILT and school committees will determine whether programs are producing measurable gains, identify necessary refinements, and make informed decisions about sustaining, scaling, or discontinuing initiatives.

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