2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

St. Tammany Parish
Tchefuncte Middle School

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	
ELA is strong, as shown by the overall Assessment Index of 97 and Percent Proficient of 74.4.	Science is weak, as shown by the overall Assessment Index of 89.5 and Percent Proficient of 61.
Growth in Math is an overall strength, with growth maintained in the Assessment Index from 95.7 in 2023 to 95.6 in 2024. While growth has been maintained from 2023 to 2024, there are significant gains from 88.8 in 2021 to 95.6 in 2024.	Growth in ELA is an overall weakness, with the Assessment Index decreasing from 98.4 in 2023 to 97 in 2024. While there was a loss from 2023 to 2024, growth has been maintained over the three years, from 97.3 in 2021 to 97 in 2024.
There is a strength in 5th grade ELA, with the Assessment Index growing 5.6 points from 91.6 in 2023 to 97.2 in 2024. Additionally, the Percent Proficient in 5th grade ELA grew 12.2 points from 69.9 in 2023 to 82.1 in 2024.	There is a weakness in 4th grade ELA, with the Assessment Index decreasing 14.2 points from 111 in 2023 to 96.8 in 2024. The Percent Proficient in 4th grade ELA decreased 11.5 points from 86.5 in 2023 to 75 in 2024. The weakness in 4th grade can be attributed to learning gaps from the 2019-2020 and 2020-2021 school years due to COVID-19.

There is a strength in 5th grade Math, with the Assessment Index growing 5.3 points from 91 in 2023 to 98.2 in 2024. Additionally, the Percent Proficient in 5th grade Math grew 7.4 points from 65.1 in 2023 to 72.5 in 2024.	There is a weakness in 4th grade Math, with the Assessment Index decreasing 5.3 points from 96.6 in 2023 to 91.3 in 2024. Additionally, the Percent Proficient in 4th grade Math decreased by 3.1 points from 74.4 in 2023 to 71.3 in 2024. The weakness in 4th grade can be attributed to learning gaps from the 2019-2020 and 2020-2021 school years due to COVID-19.
There is a strength in 6th grade Science, with the Percent Proficient growing 2 points from 53.6 in 2023 to 55.6 in 2024.	There is a weakness in 4th grade Science, with the Percent Proficient decreasing 15.1 points from 75.9 in 2023 to 60.8 in 2024. The weakness in 4th grade can be attributed to learning gaps from the 2019-2020 and 2020-2021 school years due to COVID-19.
ELA—Reading Performance is strong, with 78% of the overall student performance at Strong.	There is an overall weakness in ELA-written expression, with 64% of the overall student performance at Strong.
There is an overall strength in 5th grade for ELA, with 82% scoring strong in Reading Performance and 80% scoring strong in Writing Performance.	There is an overall weakness in 4th grade for ELA, with 64% scoring strong in Writing Performance.
There is an overall weakness in 4th grade for ELA, with 57% scoring strong in Written Expression.	There is an overall weakness in 6th grade for ELA, with 74% scoring strong in Reading Performance.
There is an overall strength in Math - Major Content, with 74% of the overall student performance at Strong.	There is an overall weakness in Math - Modeling & Application, with 62% of the overall student performance at Strong.
Specific strength is shown in 4th Grade Math - Compare & Solve Problems with Fractions, with 65% scoring strong.	4th Grade Math—Multiplicative Comparison and Place Value shows specific weakness, with 58% scoring strong.
5th Grade Math—Interpret Fractions, Place Value & Scaling shows specific strength, with 69% scoring strong.	Specific weakness is shown in 5th Grade Math - Solve Fraction Problems, with 58% scoring strong.
Specific strength is shown in 6th Grade Math - Rational Numbers/Multiply and Divide Fractions with 78% scoring strong.	6th Grade Math—Expressions, Inequalities, and Equations show specific weakness, with 67% scoring strong.
Specific strength is shown in Science overall scores, with 60% of students scoring strongly in Reasoning Scientifically.	Specific weakness is shown in Science, with 52% of students scoring strong in Evaluation.
The Assessment Index in ELA for the current 6th-grade cohort grew from 91.6 in 2023 to 97.1 in 2024	The Assessment Index in ELA for the current 5th grade cohort decreased from 111 in 2023 to 97.2 in 2024.

The Assessment Index in Math for the current 6th grade cohort grew from 91 in 2023 to 98.1 in 2024.	The Assessment Index in Science for the current 5th grade cohort decreased from 94.8 in 2023 to 81.3 in 2024.
At-Risk Student Groups **(SWE and ESL data must be included as well as any other potential labeled student group)**	
The Assessment Index in ELA grew 15.3 points for the African American subgroup (from 68.8 in 2023 to 84.1 in 2024), 3.5 points for the SPED Classification (from 68.7 in 2023 to 72.2 in 2024), and 0.7 points for the Economically Disadvantaged subgroup (from 84.6 in 2023 to 85.3 in 2024).	The Assessment Index in ELA decreased by 6.7 points for the English Learner sub-group (from 51.7 in 2023 to 45 in 2024).
The Assessment Index in Math grew 11.1 points for the African American subgroup (from 57.8 in 2023 to 68.9 in 2024), 6.4 points for the SPED Classification (from 65.9 in 2023 to 72.3 in 2024), and 4.6 points for the Economically Disadvantaged subgroup (from 77.5 in 2023 to 82.1 in 2024).	The Assessment Index in Math decreased by 10.8 points for the English Learner sub-group (from 55 in 2023 to 44.2 in 2024).
The Assessment Index in Science grew 14.9 points for the African American sub-group (from 58.1 in 2023 to 73 in 2024).	The Assessment Index in Science decreased 2.4 points for the SPED Classification (from 65.9 in 2023 to 63.5 in 2024), 3.8 points for the Economically Disadvantaged subgroup (from 78.9 in 2023 to 75.1 in 2024), and 21.7 points for the English Learner subgroup (from 64.2 in 2023 to 42.5 in 2024).
SCHOOL CULTURE DATA - MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	
Our 2024 MRA Survey in Culture shows overall strength, with an 80 (Efficient) score.	Our 2024 MRA Survey in Leadership shows an overall weakness, with a score of 76 (Satisfactory).
The 2024 MRA Survey shows a strength in the Leadership Domain - Student Leadership with a growth of 5 points in the areas of Positive Well-being and Prosocial Behaviors.	The 2024 MRA Survey shows a weakness in the Leadership Domain - Family & Community Engagement with a decrease of 2 points in the area of Community Engagement.
The 2024 MRA Survey shows a strength in the Culture Domain - Supportive Environment for Students with growth of 7 points in the area of School Climate.	The 2024 MRA Survey shows weakness in the Culture Domain—Supportive Environment for Staff, with a decrease of 3 points in Staff Voice.

The 2024 MRS Survey shows a strength in the Academics Domain - Goal Achievement with a growth of 9 points in the area of School Goals.	The 2024 MRS Survey shows a weakness in the Academics Domain - Empowered Learners with a decrease of 5 points in the area of Academic Self-efficacy.
Students receiving discipline referrals decreased from 10.8 in 2023 to 9.08 in 2024, with an overall 3-point decrease in discipline referrals from 2021 to 2024.	
2025-26	
STUDENT ACHIEVEMENT DATA	
All Students	
There is a strength in the White sub-group 2025 school performance score, with a sub-group school performance score of 97.9, which is 1.3 points above the whole school performance score of 96.6 for 2025.	The school performance score decreased 3.3 points from 99.9 in 2024 to 96.6 in 2025.
There is a strength in the Asian sub-group. The 2025 school performance score for Asians of 121.7 is 25.1 points above the whole school performance score of 96.6 for 2025. The 2025 K8 Progress Index score for Asians of 123 is 18.9 points above the whole school K8 Progress Index of 104.1. This sub-group's school performance score grew 11.7 points from 110 in 2024 to 121.7 in 2025. Additionally, the percentage of Asians scoring Mastery or Above grew 11 percentage points from 82 percent in 2024 to 93 percent in 2025.	The percentage of students scoring Mastery or Above in all subjects decreased 4 percentage points, from 70 percent in 2024 to 66 percent in 2025.
	There is a weakness in the percentage of students scoring Mastery or Above in ELA, with a decrease of 5 percentage points, from 76 percent in 2024 to 71 percent in 2025. This content area decreased more than Math, with a 4 point decrease, and Science, with a 3 point decrease.
There is a strength in 6th grade Math percentage of students scoring Mastery or Above, at 75%. The percentage of students scoring Mastery or Above in this sub-group grew 2% from 73% in 2024 to 75% in 2025.	There is a weakness in 5th grade Math percentage of students scoring Mastery or Above, at 61%.

There is a strength in 4th grade Math percentage of students scoring Mastery or Above, at 70%.	There is a strength in 6th grade Science percentage of students scoring Mastery or Above, at 50%.
There is a strength in 5th grade Science percentage of students scoring Mastery or Above, at 69%. The percentage of students scoring Mastery or Above in this sub-group grew 3% from 66% in 2024 to 69% in 2025.	
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)**	
There is a strength in the Students with Disabilities sub-group 2025 school performance score, with a sub-group school performance score of 79.2, which is 1.3 points above the lowest sub-group school performance score of 77.9 for 2025.	There is a weakness in the Black sub-group 2025 school performance score, with a sub-group school performance score of 77.9, which is 18.7 points below the whole school performance score of 96.6 for 2025. Additionally, this sub-group decreased 6.5 points from 84.4 in 2024 to 77.9 in 2025.
	There is a weakness in the percentage of students in the Hispanic sub-group scoring Mastery or Above in all content areas, with a decrease of 6 percentage points, from 59 percent in 2024 to 53 percent in 2025.
	There is a weakness in the percentage of students in the Economically Disadvantaged sub-group scoring Mastery or Above in all content areas, with a decrease of 7 percentage points, from 57 percent in 2024 to 50 percent in 2025.
SCHOOL CULTURE DATA - MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	
Our 2025 MRA Survey in Culture shows overall strength, with an 83 (Effective) score. The score for Culture increased 3 points from 80 in 2024 to 83 in 2025.	Our 2025 MRA Survey in Academics shows an overall weakness, with a score of 79 (Satisfactory).
The 2025 MRA Survey shows a strength in the Leadership Domain - Family and Community Engagement with a growth of 10 points in the areas of Family Engagement.	The 2025 MRA Survey shows a weakness in the Leadership Domain - Student Leadership with no growth in the areas of Positive wellbeing at 83 points, Self-Advocacy at 78 points, and Interpersonal Development at 78 points.

The 2025 MRA Survey shows a strength in the Culture Domain - Supportive Environment for Staff with growth of 6 points in the area of School Staff Voice.	The 2025 MRA Survey shows weakness in the Culture Domain—Supportive Environment for Students, with low growth of 1 point in the area of Student Empowerment.
The 2025 MRS Survey shows a strength in the Academics Domain - Goal Achievement with a growth of 4 points in the area of School Goals.	The 2025 MRA Survey shows weakness in the Academic Domain—Life Readiness, with a decrease of 1 point in the area of Group Collaboration and a decrease of 2 points in the area of Future-Focus.
	Discipline numbers have increased to the following for the 24-25 school year: # of Referrals-173 # of students with referrals-85 Referral percentage: 12.65% Out of school suspension rate 2.08%
2026-27	
STUDENT ACHIEVEMENT DATA	
All Students	
At-Risk Student Groups **(SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)**	
SCHOOL CULTURE DATA - MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	

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

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

School Improvement Focus Area (Examples - engaging students in thinking and problem solving, document-based questioning, or non-fiction writing across the content areas)	**Leadership Goal** (Include the one descriptor from one indicator on the Louisiana Leader rubric identified during the Beginning-of-the Year conference)
2024-25	
TMS educators will work with students to establish and monitor growth toward rigorous and obtainable data-driven goals and comprehensive action plans to ensure achievement.	TMS Instructional Goal—Tchefuncte Middle School educators, parents, and students will work together to increase academic achievement for all students through individualized, data-driven instruction. This will invest teachers, students, and stakeholders in the school vision and help them reach established goals.
2025-26	
TMS educators will work with students to establish and monitor growth toward rigorous and obtainable data-driven goals and comprehensive action plans to ensure achievement.	TMS Instructional Goal—Tchefuncte Middle School educators, parents, and students will work together to increase academic achievement for all students through individualized, data-driven instruction. This will invest teachers, students, and stakeholders in the school vision and help them reach established goals.
2026-27	

LEADERSHIP TEAM LONG-RANGE PLAN

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

Date of ILT	Outcome	Materials	Follow-Up
9/13/24	Analyze 23/24 instructional data; complete reflection and close 23/24 SAP; create goals for 24/25 SAP	23/24 SAP and instructional data; NIET Leadership Rubric	Complete first draft of 24/25 SAP
10/28/24	Review first draft of 24/25 SAP	24/25 SAP	Submit to supervisors
11/14/24	Complete School wide Goal for SPS (Goal #1), Add Progress Index Info, Add Growth Opportunities for I/O	24/25 SAP	1st Qtr Reflections to be completed during PLCs w/Staff
11/18/24, 11/21/24, 12/4/24 PLCs	Complete 1st QTR Goal Reflections, Add Sub-Groups Data for Goal #2 & #3, Complete PFE Reflection for Open House	24/25 SAP, Student Data - BOY Scores, Checkpoints, Teacher Tracking Logs	Complete prep for student goal tracking for Priority Goal 1, add and assess writing activities to be scored using LEAP 2025 Writing Rubric
1/13/25, 1/16/25, 2/5/25, 2/17/25, 2/20/25	Complete 2nd QTR Goal Reflections	24/25 SAP, Student Data - MOY Scores, Checkpoints, Teacher Tracking Logs	Monitor progress and usage of ELA and Math Goal Setting and Tracking, create and implement interventions and small group instruction for areas of weakness found in Data Analysis of Interim LEAP 360 Writing and Math Checkpoints 2

3/24/25, 3/27/25, 4/11/25	**Complete 3rd QTR Goal Reflections**	**24/25 SAP, Student Data - JPAMS ELA Gradebooks, Math Checkpoints 2, LEAP 360 Math Interim, Teacher Tracking Logs**	**Monitor progress and usage of ELA and Math Goal Setting and Tracking, create common digital goal tracking worksheet, create writing workshop micro schedule and ideas, create common interventions and tracking for math**
09/08/25	**Analyze 24/25 instructional data; create goals for 25/26 SAP; review 2025 LEAP data**	**24/25 SAP and instructional data; NIET Leadership Rubric; 2025 LEAP data**	**Complete first draft of 25/26 SAP; prep for Sep PLCs**
01/14/26	**Complete 24/25 EOY Reflection; review material for 1st and 2nd Qtr 25/26 Reflections**	**24/25 instructional data; 2025 LEAP Data; Student Data - BOY Scores, Checkpoints, Teacher Tracking Logs**	**1st & 2nd Qtr Reflections to be completed during PLCs w/Staff**

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, Tchefuncte Middle School will increase the SPS from 99.9 to 100.2 by focusing on establishing and monitoring growth toward rigorous and obtainable data-driven goals and comprehensive action plans. Progress Monitoring will occur through analysis mastery of standards as shown on Benchmark and Interim Testing, common grade level assessments, exit tickets, and final 2025 LEAP test scores. Student academic growth will be supported through exposure to high-quality curriculum, small group instruction through tutoring, and interventions to close learning gaps.

2024 SPS (Baseline)	2025 SPS		2026 SPS	2027 SPS
99.9	Goal 100	Actual 96.6	100.1	100.2
	Met Goal? **N**		Met Goal? **Y N**	Met Goal? **Y N**

2024-25 Components of SPS

Assessment Index (AI)

- **What is your current AI in –**
  - **ELA - 97**
  - **Math - 95.6**
  - **Science - 89.5**
  - **Social Studies - N/A**
  - **Overall - 94**
- **Where are there opportunities for growth**
  - **ELA - 4th Grade**
  - **Math - 4th & 6th Grades**
  - **Science - 4 Grade**

Progress Index (PI)

- **What is your current PI in –**
  - **ELA - 76**
  - **Math - 72**
  - **Overall**
- **Where are there growth opportunities**
  - **Math**

Interests and Opportunities (I/O)

- **What is your current I/O?**
  - **TA4 The Arts - TMS offers multiple visual and performing art courses within the school year to 100% of students**
  - **E1 Extracurricular - TMS offers physical education to 100% of students**
  - **S4 STEM - TMS has adopted a high-quality science curriculum**
  - **TA7 The Arts - TMS offers a showcase of the Arts with student participation that happens as an enrichment opportunity outside of normal Arts curriculum and allocated class time**

- **Where are there growth opportunities?**
  - **STEAM Day for students - ½ day for students; tied to science standards and art opportunities; by grade level**

2025-26 Components of SPS

Achieve Index (AI)

- **What is your current AI in –**
  - **ELA - 70.2**
  - **Math - 68.1**
  - **Science - 58.1**
  - **Social Studies - N/A**
  - **Overall**

- **Where are there growth opportunities?**
  - **Math**
  - **Science**

Growth Index (GI)

- **What is your current GI in –**
  - **ELA - 23.5**
  - **Math - 32.5**
  - **Lowest 25% in ELA - 47.1**
  - **Lowest 25% in Math - 50.8**
  - **ELL population - N/A**
  - **Overall**

- **Where are there growth opportunities?**
  - **ELA**
  - **Lowest 25% in ELA**

2026-27 Components of SPS

Achieve Index (AI)	Growth Index (GI)
● What is your current AI in – ○ ELA? ○ Math? ○ Science? ○ Social Studies? ○ Overall? ● Where are there growth opportunities?	● What is your current GI in – ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall? ● Where are there growth opportunities?

PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

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

- **Priority Goal #1 (Culture) - MRA Leadership - Community Engagement**
- **Priority Goal #2 (Academics) - ELA - Written Expression - Percent Strong**
- **Priority Goal #3 (Academics) - Math - Percent Proficient**

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Tchefuncte Middle School will increase the MRA sub-measure Leadership - Community Engagement from 72 to 75 through a focus on student learning goals and collaborative partnerships for implementation and support of student target attainment.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual

72	73	80	74		75	
	Met Goal? **Y**		Met Goal? **Y N**		Met Goal? **Y N**	

How are we going to get there?

- Creating Parent Awareness and Support
  - Standardization of Teacher Google Classrooms
  - Weekly Overviews to include standards/skills
  - Information in Teacher Google Classrooms to include student guidance and exemplars
  - Introduce Standards at Open House
  - Curriculum Based Parental Support Letters to support at-home learning
  - Family Learning Night to include curriculum based learning activities
  - Assessment and scoring criteria shared to communicate Progression to Mastery Rubrics
  - DRC/Renaissance Parent Reports
- Data/Observations/Input
  - Standards-Based Assessments
  - Teacher Observations
  - Parental Input
- Instructional Data Analysis
  - Data
    - LEAP Testing
    - Diagnostic, Benchmark/Checkpoints, Interim Tests
    - Illuminate Reports
    - JPAMS Assessments
    - Exit Tickets, Formative Assessments
    - Small Group, Interventions, Tutoring
    - Academic and behavioral screenings
  - Goal Setting

        - Identification of Student Strengths and Weaknesses
        - Identification of Learning Gaps
        - Creation of Goal
    - Reporting and Tracking
        - Creation of Individual Learning Plans - IEP, IAIP, IASP, Intervention Plans
        - Creation of Common Communication System between Teacher/Student/Parent
        - Creation of Common Progress Tracking Logs
- Creation/Implementation of Interventions/Enrichment/Tutoring Activities
    - Triads of Instruction
    - Curriculum Implementation Support Tools
    - State and District Approved Resources
- Progress Monitoring
    - Teacher/Student Data Chats
    - Data reviews during PLCs
    - Watch Lists - In Danger of Failing, Absences/Seat Time
    - SWE & Reg Ed teachers utilize Communication Log

Purchased Resources to Support Priority Goals

Professional Development Offered
● Leader in Me Training ○ Leaderize School and Classroom ○ Coaching Days ○ ISS/Reflection Room - Lessons and Restorative Practices ● SWE Support ○ SER, FBA, BIP trainings ○ Monthly SWE meetings ● Illuminate ○ Creation of Assessments ○ Reporting ● ACT 771 High Dosage

- Creation of Plans
- Tracking/Reporting
- LDOE Approved Curriculum and Supporting Materials

- Google Documents & Classroom
  - Creation of Sheets
  - Exporting to Excel/Google Sheets
  - Manipulation and Analytics of Data

Short Term Wins (STW) (LEAD measures)

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

- Student Led Conferences
  - Identify strengths and learning goals with parents and teachers
  - Share and discuss learning with parents and teachers
  - Connect learning to mastery of standards/skills and growth
  - Determine steps to improve learning
  - Report on progress
- Student Leadership Binders
  - Create Mission Statements
  - Reflection/Identification of Wildly Important Goal (WIG)
    - Personal Goal
    - Academic Goals
  - Tracking of Student Goals
- School/Parent Communication
  - Weekly Take Home Folders
    - Graded assessments and student work
    - Tracking of Student Learning Goals
  - Weekly Posting of Graded Assignments in JPAMS
  - Report Cards
  - Quarterly Progress Reports

- Teacher/Parent Conferences

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
100% of students set and monitor ELA and Math Goals; based on goal tracking, MRA Survey - Community Engagement score will increase from 72 to 73	**0% of students with ELA and Math Goals** **MRA Leadership - Community Engagement Score = 72**	**100% 6th Grade Math tracking iReady lessons and growth**	**0% - ELA** **100% -6th Math** **0% - 4th/5th Math** **MRA Leadership - Community Engagement Score = 72**	**100% - ELA tracking AMIRA, CARS, Lexia lessons and growth** **100% - Math tracking MobyMax, iReady, SuperStars, MindBenders lessons and growth** **MRA Leadership - Community Engagement Score = 72**	**100% - ELA tracking AMIRA, CARS, Lexia lessons and growth** **100% - Math tracking MobyMax, iReady, SuperStars, MindBenders lessons and growth** **MRA Leadership - Community Engagement Score = 72**	**100% - ELA tracking AMIRA, CARS, Lexia lessons and growth** **100% - Math tracking MobyMax, iReady, SuperStars, MindBenders lessons and growth** **MRA Leadership - Community Engagement Score = 72**	**100% - ELA tracking AMIRA, CARS, Lexia lessons and growth** **100% - Math tracking MobyMax, iReady, SuperStars, MindBenders lessons and growth** **MRA Leadership - Community Engagement Score = 72**
			Met Goal? **N**		Met Goal? **N**		Met Goal? **N**

Quarter 1 Reflection –

TMS is in the preparation stage for this goal. Currently setting up systems and choosing resources to use for tracking ELA and Math goals for all students. Parent communication section will be added to current and new tracking logs to increase participation for all community stakeholders. Teachers to implement data chats with students during intervention blocks in ELA and Math.

ELA:

4th & 5th ELA - will use AMIRA; create tracking logs for all students; implement intervention & tracking during ELA block/homework. There is no intervention resource available for 6th grade ELA to create a goal tracking program to implement. Admin to check with the District regarding Reading Comprehension Intervention resources for all grade levels.

Math:

4th & 5th Math - Teachers will decide by grade level and/or class which Math intervention resource to use for goal setting and create tracking logs.
6th Math - 100% tracking of iReady lessons and growth; teachers will add data analysis of students reaching goals to tracking logs.

Suggested Parent Engagement Strategies:

Math Classes will host themed Unit review "days" and invite parents to participate in learning activities and games. To date, 4th Grade has hosted Unit 1 - We are on Fire (Fire Department brought Fire Trucks) and Unit 2 - Growing Math on the Farm. 6th Grade hosted a Cake Walk Review with Christmas Tree cakes for Unit 2.

Grade levels will host contests by content area using intervention resources to push for goal attainment. PBIS will fund rewards for grade and content level contests and parents will be invited to participate in rewards celebrations. Contests to date include 6th Grade iReady Tailgate Contest; 4th Grade Reflex Contest.

Quarter 2 Reflection –

All teachers in Regular Education, Resource, and Gifted have created goal tracking logs for each student in ELA and Math. Beginning in January, teachers and students will set goals and use tracking logs to monitor student progress. Teachers will send home tracking logs completed by students for parent signature at regular intervals throughout each nine weeks. At the next PLC, teachers will review implementation of this process for ease of use, consistency across grade levels/content areas, and stakeholder participation. Next steps will include creation of a data tracking system to monitor student growth for each goal.

Quarter 3 Reflection –

Teachers note that goal setting and tracking has been successful. However, problems have been encountered with communication with parents and obtaining periodic signatures to ensure that parents are aware of and supportive of the process. There are a variety of tracking devices being used for individual and grade level ELA and Math goals using intervention resources. Teachers noted that they would also like to track student progress via grades, participation and attendance, motivation and success through Leader in Me Habits. A digital tracking log was introduced at the last PLC that included all of these areas to standardize the data collection process and review. It was received positively by teachers. Next steps include tweaking the current log to suit the needs across grade levels and content areas for a schoolwide uniform tracking system to be used next school year.

End of year Reflection –

At the end of the 24-25 school year, 100% of students are using Digital Student WIG Tracking Logs. Teachers are uniformly posting this resource in their Google Classrooms for ease of access for parents. Students/teachers are able to individualize data items on their logs to support individual student needs. Teachers will develop a weekly schedule for student updates of logs and weekly data checks to check progress towards quarterly student WIGs. Student participation and teacher/student data chats will be charted on public goal boards to celebrate progress in this area during the 25-26 school year. Tracking logs will be introduced at 25-26 Open House and referenced in teacher weekly overviews and correspondence during the 25-26 school year to encourage parent/family engagement with the process.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
2025 MRA Goal - 73	**2025 MRA Score - 80**	**100% - ELA tracking Lexia lessons and growth** **100% - Math tracking iReady**	**100% - ELA tracking Lexia lessons and growth** **100% - Math tracking iReady**				
			Met Goal? **Y**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

WIG Tracking Logs introduced at 25/26 Open House during community meeting and in classrooms. 100% of students are using Digital Student WIG Tracking Logs. Teachers are uniformly posting this resource in their Google Classrooms for ease of access for parents. Teachers meet weekly with students to ensure updates of logs and host data checks to check progress towards quarterly student WIGs. Admin to develop an accountability schedule for posting results on the WIG bulletin board.

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Tchefuncte Middle School will increase the ELA - Written Expression Percent Strong from 64 to 67 through a focus on analysis of student work to make instructional decisions.

	2024 ELA % Strong Written Expression (Baseline)	2025 ELA % Strong Written Expression		2026 ELA % Strong Written Expression	2027 ELA % Strong Written Expression
All Students	64	GOAL 65	ACTUAL 65	66	67
		Met Goal? **Y**		Met Goal? **Y N**	Met Goal? **Y N**
Student Group(s)					
SWE					
		Met Goal? **Y N**		Met Goal? **Y N**	Met Goal? **Y N**
EL					
		Met Goal? **Y N**		Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in ELA?					
		Met Goal? **Y N**		Met Goal? **Y N**	Met Goal? **Y N**

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

How are we going to get there?

- ELA Content Leaders will model writing lessons and/or team teach
- Grade Level lesson planning and collaboration to include
    - Guidebooks - Language Links, FIRE
    - The Writing Revolution with all content areas - SPO, But/Because/So
    - Mentor Sentences
    - Support writing across content areas with ELA and Science/Social Studies collaboration to focus on implementation of writing strategies in those areas.
- Creation of common assessments
- PLCs will focus on
    - planning for writing instruction
    - using common assessments to evaluate writing and TWR strategies
    - analyzing student writing using the writing rubric
    - tracking student writing
- Daily Intervention/Enrichment during ELA block
- High Dosage Tutoring

- CER/RACE Anchor Charts in Science and Social Studies Classrooms
- Writing Scaffolds for Resource students
- Writing Enrichments for Gifted Students

Purchased Resources to Support Priority Goals

Professional Development Offered
● ELA Content Leader Module 5 Developing Writing and Language Skills - Session 1: The Culminating Writing Task and the Guidebooks Writing Process, Session 2: Argument Writing in the Louisiana Student Standards, Session 3: Informative/Explanatory Writing: Examine the Progression Across Grade Levels, Session 4: Narrative Writing and the Mentor Text Protocol, Session 5: Annotating Student Writing for Evidence of the Standards, Session 6: Collecting Student Writing Samples ● ELA Content Leader Module 6 Supporting All Students - Session 1: Analyze Student Writing Samples, Session 2: Discuss Evidence of Student Learning and Diagnose Student Needs, Session 3: Support Craft (Answer Frames), Session 4: Supporting Structure (Shared Writing and Model Writing) ● Using the Writing Rubric and the Modified Writing Rubric ● Lesson Planning for Writing within Guidebooks ● The Writing Revolution Training and Support ● ELA EDU 2020 Training ● Summer Institute and Teacher Leader Summit: Focus on Writing Sessions

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?

- LEAP 2025 - Increase in ELA Proficiency Scores, Increase in percent Strong for Writen Expression
- Progress Monitoring: LEAP 360 diagnostic and interim, ELA Checkpoints, Unit Tasks, Intervention/tutoring data tracking
- GB Unit Tasks: CWT-Culminating Writing tasks, ET-Extension Task, and CRT-Cold Read Tasks (all include writing and can be tracked for each unit)
- DBQ's in ELA, Science & Social Studies

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
64% Strong 2024 LEAP Scores using LEAP 2025 Writing Rubric	**64%**	**While ELA Checkpoints Assessments did not have comparative data, most students completed BOY LEAP 360 Diagnostic Testing to create a solid baseline in 8/24**	**LEAP 360 Diagnostic Writing Score is 75+%** **4th - 0/202** **5th - 7/241** **6th - 3/195**	**ELA LEAP 360 Interim Score is 75+%** **4th - 79/219** **5th - 154/245** **6th - 85/204**	**Average LEAP 360 Interim Writing Scores** **4th - 61%** **5th - 75%** **6th - 58%**	**100% of students in all grade levels completed writing assessments in the 3rd quarter as shown on JPAMS.**	**AVG writing assessment grades per JPAMS assignment statistics report** **4th - 69.8%** **5th - 74.8%** **6th - 73.8%**
			Met Goal? **N**		Met Goal? **N**		Met Goal? **Y**

Quarter 1 Reflection –

Checkpoint Assessment did not include writing graded by LEAP 2025 Writing Rubric (19 point scale) - no data to compare from Checkpoints.

Checkpoints 1 Data Analysis:

4th Grade - 75% of students are meeting overall ELA expectations
5th Grade - 54% of students are meeting overall ELA expectations
6th Grade - 50% of students are meeting overall ELA expectations

LEAP 360 Diagnostic scores for Written Expression were downloaded onto teacher worksheets; lower scores from Spring 2024 to August 2024 indicate sharp drop in student mastery and effort, along with lower scoring by teachers; will add columns for CWTs to be scored using LEAP 2025 Writing Rubric (19 point scale)/LEAP Modified Writing Rubric (grade level specific) to gather data between LEAP 360 Assessments; next available data points for analysis are Unit 2 CWTs and LEAP 360 ELA Interim Tests; teachers will analyze those scores at 2nd and 3rd quarter reviews. Admin will gather data for Sub-Groups and identify students in Sub-Groups on teacher worksheets.

Quarter 2 Reflection –

Based on the average scores for the Interim LEAP 360 Writing Task, students have partially met our goal.
LEAP 360 Interim Writing Scores:

4th - 61%
5th - 75%
6th - 58%

The overall growth for students shows 4th Grade students earning on average 12/19 points, with a gain of 9 points from Diagnostic to Interim Testing. 5th Grade students earned on average 14/19 points, with a gain of 11 points from Diagnostic to Interim. 6th Grade students earned on average 11/19 points, with a gain of 8 points from Diagnostic to interim.

Grade Level Grading - Observations

Reasoning is weak.
Need balance of evidence and reasoning.
Would like the above to be separate.
Organization - need stronger introduction (general topic of essay).
Need more work with introduction and conclusion paragraphs.
Spelling and grammar issues make it difficult to understand thesis.
Lack of practice - need more writing activities throughout Guidebooks.

Checkpoints 2 Data Analysis:

4th Grade - 56% of students are meeting overall ELA expectations (decrease of 19%)
5th Grade - 81% of students are meeting overall ELA expectations (increase of 27%)
6th Grade - 71% of students are meeting overall ELA expectations (increase of 21%)

4th Grade teachers note that some of the answers on the Checkpoints 2 Test Key were incorrect, with correct student answers being marked as incorrect in Illuminate. Additionally, they feel that 4th graders are not able to think abstractly at this level and that the answer choices on theme are tricky and point of view related. Many students were able to identify partial theme/elements of theme in the passages as opposed to the overall theme.

5th Grade teachers note that the technology skills needed to answer questions in the Illuminate platform are not user friendly (highlight a sentence within a text). Students have trouble toggling between 2 sources. Vocabulary is tricky and multiple choice options are too close/synonyms.

6th Grade teachers note that the assessment has incorrect answers in Illuminate. Students consistently miss evidence-based questioning and often do not respond to the correct number of answer choices for multiple select questions.

Quarter 3 Reflection –

In reviewing the data, we noted that we needed more than just the LEAP 360 diagnostic and interim writing assessments to determine growth in this area. Specifically there were inconsistent and sometimes not enough other common writing assessments throughout the year requiring the use of the LEAP rubric. So we took a deeper dive and performed a gradebook audit, to see what writing assessments were given within the classrooms. We analyzed the writing assessments in relation to how they aligned to our writing goal, using the Assignment Statistics Report from JPAMS. Results of the grade book audit for writing assessments are as follows:

4th grade - 1st quarter = 67.4 2nd quarter = 64.6 3rd quarter = 69.8
5th grade - 1st quarter = 83.4 2nd quarter = 77.5 3rd quarter = 74.8
6th grade - 1st quarter = 75 2nd quarter = 71.6 3rd quarter = 73.8

4th grade growth = 2.3
5th grade growth = -8.6
6th grade growth = -1.2

While the 3rd quarter writing scores show growth on our Priority Goal #2 baseline score, not all grade levels showed growth from 1st quarter writing assessments to 3rd quarter writing assessments. Based on the results of our data analysis, our next PLC will include looking at micro-scheduling for next school year to include specific timing for guidebook instruction, intervention/tutoring within the ELA block, and a dedicated time for a specific writing workshop, with an emphasis on common writing instruction and assessment where data can be derived to analyze student mastery of our priority writing goal.

End of year Reflection –

2025 LEAP Writing Scores - Strong:
4th Grade - 129/206 scored Strong - 63%
5th Grade - 115/203 scored Strong - 57%
6th Grade - 170/231 scored Strong - 74%
Overall - 414/640 scored Strong - 65%

Our goal for the 24/25 school year was met with Overall performance at 65% scoring Strong on the ELA Writing portion of the 2025 LEAP test. However, there is a weakness in 5th grade with scores at 57%. Teachers will continue to focus on writing across all content areas. For the 25/26 school year, ELA teachers will implement a specific writing workshop in ELA blocks 3 days per week for 30 minutes. Additionally, teachers will continue to meet to plan grade level consistent learning activities and interventions. The LEXIA program will be used for the entire school year, as last school year the program was not available until February.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
65% Strong 2024 LEAP Scores using LEAP 2025 Writing Rubric	**65%**	**Students completed BOY LEAP 360 Diagnostic Testing to create a solid baseline in 8/24**	**LEAP 360 Diagnostic Writing Score is 65+%** **4th - 9/207** **5th - 11/219** **6th - 10/231**				
			Met Goal? **N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

LEAP 360 BOY Diagnostic Scores:
4th Grade - Average Total Score is 39.7% with average Writing score of 4/19 points; 9/207 students scored 12+ points on the writing rubric
5th Grade - Average Total Score is 38.3% with average Writing Score of 4/19 points; 11/219 students scored 12+ points on the writing rubric
6th Grade - Average Total Score is 46.3% with average Writing Score of 3/19 points; 10/231 students scored 12+ points on the writing rubric

LEAP 360 Diagnostic scores for Written Expression were downloaded onto teacher worksheets; slightly higher scores of students scoring 65% or better when comparing BOY Writing scores from 2024 to 2025; will add columns for CWTs to be scored using LEAP 2025 Writing Rubric (19 point scale)/LEAP Modified Writing Rubric (grade level specific) to gather data between LEAP 360 Assessments; next available data points for analysis are Unit 2 CWTs and LEAP 360 ELA Interim Tests; teachers will analyze those scores at 2nd and 3rd quarter reviews.

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Tchefuncte Middle School will increase the Math Percent Proficient from 72.3 to 75.3 through a focus on analysis of student work to make instructional decisions.

	2024 Math % Proficient (Baseline)	2025 Math % Proficient		2026 Math % Proficient	2027 Math % Proficient
All Students	72.3	Goal 73.3	Actual 68	74.3	75.3
		Met Goal? **N**		Met Goal? **Y N**	Met Goal? **Y N**
Student Group(s)					
SWE					
		Met Goal? **Y N**		Met Goal? **Y N**	Met Goal? **Y N**
EL					

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

How are we going to get there?

Instructional Leadership Team (Administrators, Math Content Leaders, Instructional Coach, Curriculum Specialist)

- Math Content Leader Model will model lessons (Instructional Strategies and pedagogy) focusing on specific domain/module within content leader sessions connected to identified Major Content subcategory
- Math Content Leaders will review with teachers:
    - Deepening Math Content Knowledge for Effective Instruction Session
    - Exploring Coherence in the Louisiana Student Standards for Mathematics Session
    - Instructional Strategies to Improve Curriculum Implementation Session
- Grade Level lesson planning and collaboration to include
    - Analytics of Ready, Equip and Benchmark Diagnostics
    - Student goal setting and tracking toward progress of identified standards within the sub-category needs area

- Creation of common assessments

- Peer Walk Through and Look Fors for horizontal and vertical understanding and planning
- Focus on Student Debrief
- Use of District created planning document for mapping standards and planning interventions for learning gaps identified with Equip and iReady
- Use of Assessment Guides
- PLCs will focus on
  - Eureka calendar planning (condensing and expanding)
  - Common creation of and tracking data for small group instruction
  - Use of District created planning document for mapping standards and planning interventions for learning gaps identified with Equip and iReady
  - Use of Assessment Guides
  - Analyzing student work
  - Tracking student progress
- Daily Intervention/Enrichment during Math block
- High Dosage Tutoring
- RDW and Anchor Charts
- Scaffolds for Resource students
- Enrichments for Gifted Students

Purchased Resources to Support Priority Goals

Professional Development Offered

- Numeracy Training for all Math Teachers
- Training on Assessment Guidance
- Supports in rubric scoring and matching achievement scales
- Annotating lessons and resources
- Facilitating and Orchestrating Productive Mathematical Discussions
- Training on use of Tier 1 Curricular Resources
- Math Content Leader Modules (K – 5)-Correlate to Major Content subcategory
- Session 3: Represent and Solve Word Problems Involving Addition and Subtraction
- Session 4: Multiplication and Division of Whole Numbers and Word Problem Types
- Session 5: Number and Operations in Base Ten: Place Value and Fluency
- Session 6: Number and Operations – Fractions: Understanding Fractions
- Session 7: Number and Operations – Fractions: Operations with Fractions
- Math Content Leader Modules (6-HS)-Correlate to Major Content Subcategory
- Session 3: Using Multiplicative Thinking to Reason about Ratio and Rate
- Session 4: Extending Proportional Reasoning to Functions
- Session 5: Extending Operations with Rational Numbers

- Session 6: Recognizing and Generating Equivalent Expressions
- Session 7: Equations and Inequalities as Tools to Solve Problems
- Eureka 2 Training
- Summer Institute and Teacher Leader Summit: Focus on Math Sessions

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?

- LEAP 2025 - Increase in Math Proficiency scores
- Progress Monitoring: BOY Assessment, Benchmarks and Checkpoints, Unit tasks, Exit Tickets, Intervention/tutoring data tracking
- Equip and Ready Diagnostic Assessment Reports-identified standards/tracking
- Assessment Data-Topic/Lesson Quizzes, Mid-and End-of-Unit Assessment Tasks, Performance Reports generated from Illuminate

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
72.3% Proficient 2024 LEAP Scores	**72.3% Proficient**	**100% of students completed Benchmark & Checkpoints**	**4th Grade - 66%** **5th Grade - 67%**	**Benchmarks & Checkpoints have not been administered**	**There is no comparative data at this time**	**4th and 5th grade - 100% of students completed Checkpoints 2** **6th grade - 100% of**	**4th Grade - 85%** **5th Grade - 73%** **6th Grade - 73%**

		6th Grade No Calculator = 73% Proficient	**6th Grade No Calculator - 73%** **6th Grade Calculator - 67%**			**students completed LEAP 360 Math Interim**	
			Met Goal? **Partial**		Met Goal? **Partial**		Met Goal? **Y**

Quarter 1 Reflection –

4th Grade - Average score on Benchmark 1 = 62%; all question types listed as Constructed Response as test administered in Great Minds; more information about Question Types could be analyzed if the test was created in Illuminate; standards with less than 50% mastery include 4 OA C5, 4 MD A2, 4 OA A3, 4 MD A1, 4 NBT B4, 4 OA B4, 4 OA A1, 4NBT B6; Great Minds platform does not align with DRC/LEAP platform; technology issues in each platform - equation builders, typing numbers, etc.

5th Grade - Average score on Benchmark 1 = 62.8%; all question types listed as Constructed Response as test administered in Great Minds; more information about Question Types could be analyzed if the test was created in Illuminate; standards with less than 50% mastery include 5 MD B2, 5 NBT B5, 5 NF A2, 5 NBT B6, 5 OA A1, 5 NF B3, 5 OA A2 ; Great Minds platform does not align with DRC/LEAP platform; technology issues in each platform - equation builders, typing numbers, etc.

6th Grade No Calculator - Average score on Checkpoints = 66.5%; students need improvement in the areas of Bloom's Application, Constructed Response, DOK 3 Strategic Thinking, and Math Equation Response; standards with less than 50% mastery include 6 EE B6, 6 NS A1, and 6 NS B4; Ready Math platform does not align with DRC/LEAP platform; technology issues in each platform - equation builders, typing numbers, etc; timing Issues - Students need practice in testing time management.

6th Grade Calculator - Average score on Checkpoints = 62.8%; students need improvement in the areas Difficulty - Medium, Constructed Response, DOK 3 Strategic Thinking; standards with less than 50% mastery include 6 NS A1, 6 G A1; Ready Math platform does not align with DRC/LEAP platform; technology issues in each platform - equation builders, typing numbers, etc; timing Issues - Students need practice in testing time management.

Quarter 2 Reflection –

There were no Math scores to be analyzed at this time. Teachers have not administered 2nd Benchmarks and Checkpoints Testing; teacher scoring worksheets have been updated to include columns for comparative data and formulas to calculate growth; Data will be analyzed at our next PLC to determine interventions moving forward.

Quarter 3 Reflection –

100% of our students completed Math Checkpoints 2 or LEAP 360 Interim.

4th grade = 85%
5th grade = 73%
6th grade = 73%

4th grade - 6 out of 10 standards have been mastered at 70% or greater. The highest level of student performance is in the area of numbers and fractions, with an average percent of mastery at 77%. Standards with less than 50% of mastery include numbers in base ten, specifically multiplication or multi-digit numbers, using equations, arrays and models.

5th grade - 2 out of 13 standards have been mastered at 70% or greater. The highest level of student performance in the area of numbers in base ten, operations using decimals, with reasoning and written explanations. Standards with less than 50% of mastery include rounding, division, and writing expressions.
6th grade - 7 out 11 standards have been mastered at 70% or greater. The highest level of student performance is in the area of expressions and equations with an average percent of mastery at 76%. Standards with less than 50% of mastery include unit rates, interpreting and computing quotients, and using ratio and rate reasoning to solve real-world problems.

While the 3rd quarter reflection shows growth in our Priority Goal #3 baseline score, not all grade levels show growth from Math Checkpoints 1 to Math Checkpoints 2. In comparing growth for 4th and 5th grade from Math Checkpoints 1 to Math Checkpoints 2, 5 of 12 classes showed a decline in average scores. Based on this data analysis, our next PLC will include looking at common intervention strategies and materials to be included in the Math intervention/tutoring block and creation of tracking to monitor student progress.

End of year Reflection –

The score in Math was 68%, with 4th at 70%, 5th at 61%, and 6th at 75%. 6th grade showed an increase from 73% in 2024 to 75% in 2025. Growth in 6th grade can be attributed to a strong intervention tool with realtime data tracking for teachers and students, leading to accurate progress monitoring. This tool allows for goal setting and progress monitoring that can occur in weekly data chats, as well as in contests and celebrations that motivate students to succeed. For the 25-26 school year, TMS will invest in iReady digital intervention for 4th and 5th grades, allowing for schoolwide growth in this area.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
2025 Goal 73.3	2025 Actual 68	**Benchmarks & Checkpoints have not been administered**	**There is no comparative data at this time**				
			Met Goal? **N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

There were no Math scores to be analyzed at this time. Teachers have not administered 1st Benchmarks and Checkpoints Testing; teacher scoring worksheets have been updated to include columns for comparative data and formulas to calculate growth; Data will be analyzed at our next PLC to determine interventions moving forward.

iReady Digital Intervention was purchased for 4th and 5th grades to strengthen foundational skills and support learning gaps during daily intervention in Math blocks.

Walk throughs during the 1st quarter showed that all teachers were consistently implementing interventions during the Intervention portion of the Math block. Materials were reviewed to ensure that high quality curriculum and resources were utilized for reteaching, high dosage tutoring, and interventions. During upcoming PLCs, teachers will plan for grade level consistency in these areas.

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

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

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?

FOCUS Time, our Intervention/Enrichment Block occurs daily for 30 minutes in both the ELA and Math blocks to provide daily targeted instruction by grade level teachers and tutors to support student specific learning needs, remediate student specific learning gaps, and enrich our standards based curriculum. Placement in intervention or enrichment groups is based on instructional data and teacher observations. The following are used for students in need:

- Tutoring for targeted standards based activities
- Interventions to close learning gaps
- Small group instruction
- Individualized instruction
- Project Based Learning

Supports and Strategies in Tier 1 (Core Instruction):

- Guidebooks, AMIRA, CommonLit, Actively Learn, Unique Learning and News 2 You (Moderate, Severe, RNC), Writing Revolution, Eureka Math, Eureka Equip, Reflex Math/Frax, Gizmos, Ready, i-Ready, Handwriting Without Tears, MobyMax, Resources in District Google Classrooms, Discovery Education
- STPPS Triad of Instruction

Supports and Strategies in Tier 2 (Targeted Prevention):

- Project Read (Small Group), Guidebook Support and Diverse Learners Guides, SPIRE, Eureka Equip, Reflex/Frax Math, Ready Math (Small Group), LDOE Accelerate Curriculum, Achievement Level Descriptors, Adaptive Novels
- Intervention and/or Tutoring
- STPPS Triad of Instruction

EL Supports and Strategies in Tier 1 (Core Instruction) and Tier 2 (Intervention/Tutoring):

- The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards.
- Full English language immersion with push-in support
- Understanding and using LEP accommodations effectively
- SBLC considerations for English language learners (environmental, language, and cultural)
- Programs include
    - Reading Assistant
    - AMIRA
    - Project Read
    - SPIRE
    - KAMI
    - Equation
    - STPPS Triad of Instruction

Planning & Data Analysis

- Common Planning Time for Grade-Level Content Areas
- PLCs
    - Meet monthly
    - This consists of grade-level subject teams that include SPED and Reg Ed teachers.
    - Common formative and summative standards-based assessments are used to identify weaknesses and strengths specific to individuals or groups of students
    - Data analysis for making instructional decisions for classroom instruction, scaffolding and enrichment of content to align SPED and Reg Ed instruction, and FOCUS Time interventions/enrichment/tutoring
    - Progress Monitoring is completed and analyzed
    - Peer Walk-Throughs in ELA and Math classrooms across all departments and grade levels for vertical and horizontal alignment

Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants)

- ELA and Math Content Leader Module Support and Training
- Model lessons - Instructional Strategies, pedagogy and scaffolding
- Purposeful planning for student tracking toward progress of identified standards and/or IEP goals.
- Analyzing assessments, feedback and next steps
- Walk Throughs and Look Fors

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 with opportunities to give feedback and be included in implementing the school advancement plan and its priority areas?***

2024-25:

- The SAP Committee consists of a parent representative during the design phase.
- The results of the SAP Plan and Assessment Index are made available to parents and community stakeholders via the school website. Feedback in the form of emails to the administration is encouraged. A QR Code is given to access information and request feedback.
- During our beginning-of-year open House, stakeholders are presented with a general overview of scores, percent proficient, growth, academic standards, educational programs, and assessments. Legislative updates and school plans to address interventions and tutoring programs are also presented. Classroom teachers present classroom-specific expectations, grade-level content standards, behavior expectations, grading policies, and assessments.
- Administration presentations at monthly PTA meetings, teacher overviews/Google Classrooms, JPAMS, Renaissance reports, weekly folders, and the school website include information regarding strategies and activities in the SAP, curriculum, assessment, and student progress.

- The administration works closely with PTA representatives to plan school activities and create fundraising goals to support Intervention/Enrichment and High Dosage Tutoring learning activities.

2025-26:

- The SAP Committee consists of a parent representative during the design phase.
- The results of the SAP Plan and Assessment Index are made available to parents and community stakeholders via the school website. Feedback in the form of emails to the administration is encouraged. A QR Code is given to access information and request feedback.
- During our beginning-of-year open House, stakeholders are presented with a general overview of scores, percent proficient, growth, academic standards, educational programs, and assessments. Legislative updates and school plans to address interventions and tutoring programs are also presented. Classroom teachers present classroom-specific expectations, grade-level content standards, behavior expectations, grading policies, and assessments.
- Administration presentations at monthly PTA meetings, teacher overviews/Google Classrooms, JPAMS, Renaissance reports, weekly folders, and the school website include information regarding strategies and activities in the SAP, curriculum, assessment, and student progress.
- The administration works closely with PTA representatives to plan school activities and create fundraising goals to support Intervention/Enrichment and High Dosage Tutoring learning activities.

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:

Beginning of the Year Open House

- The administration presents a general overview of scores—percent proficient, growth, academic standards, educational programs, legislative updates for interventions and tutoring programs, attendance, and make-up work policies.
- The updated TMS Discipline Policy and Student Handbook were highlighted during the administration presentation.
- Classroom teachers present classroom-specific expectations, grade-level curriculum and content standards, behavior expectations, grading policies, and assessments.
- Technology presented to stakeholders, including using Student Chromebooks, and accessing Google Classroom and JPAMS.
- Google Classrooms are standardized for student and parent ease of use and include weekly overviews with standards/skills.
- Parents introduced to Curriculum Based Parental Support Letters to support at-home learning.
- Introduce Grade Level ELA, Math, Science, and Social Studies Standards and Assessment Guides.
- Introduce SWE strategies and approach to curriculum.
- A copy of the slideshow was posted on the TMS website for stakeholders who could not attend.

4th Grade Unit Reviews with Special Themes/Guests

- Include Math learning activities for students and parents in the classroom.
- Student exemplars showcased to share an understanding of expectations for student mastery of standards.
- Assessment and scoring criteria will also be shared to communicate Progression to Mastery Rubrics.
- Resources shared to assist parents in understanding the importance of support at home to achieve student success.

TMS Gallery Walk and STEAM Night

- Classroom Art Showcase and Grade-Level Contests

- Juried Lobby Exhibit of Student Art
- STEM/STEAM Activities
- Student Showcase of School STEM Day Exhibits
- TMS Orchestra Performance with Guest Performers
- Food Trucks

2025-26:

Beginning of the Year Open House

- The administration presents a general overview of scores—percent proficient, growth, academic standards, educational programs, legislative updates for interventions and tutoring programs, attendance, and make-up work policies.
- The updated TMS Discipline Policy and Student Handbook were highlighted during the administration presentation.
- Classroom teachers present classroom-specific expectations, grade-level curriculum and content standards, behavior expectations, grading policies, and assessments.
- Technology presented to stakeholders, including using Student Chromebooks, and accessing Google Classroom and JPAMS.
- Google Classrooms are standardized for student and parent ease of use and include weekly overviews with standards/skills.
- Parents introduced to Curriculum Based Parental Support Letters to support at-home learning.
- Introduce Grade Level ELA, Math, Science, and Social Studies Standards and Assessment Guides.
- Introduce SWE strategies and approach to curriculum.
- A copy of the slideshow was posted on the TMS website for stakeholders who could not attend.

4th Grade Unit Reviews with Special Themes/Guests

- Include Math learning activities for students and parents in the classroom.
- Student exemplars showcased to share an understanding of expectations for student mastery of standards.
- Assessment and scoring criteria will also be shared to communicate Progression to Mastery Rubrics.
- Resources shared to assist parents in understanding the importance of support at home to achieve student success.

TMS Veterans Day

- Student created Agenda to showcase student research and learning activities
- Student Showcase of Essays

TMS STEM Night

- STEM NOLA will provide STEM activities for all students
- Student Showcase of School STEM Day Exhibits

2026-27:

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

2024-25:

Curriculum Assessments

- Weekly Take Home Folders
    - Graded assessments and student work
    - Tracking of Student Learning Goals

- Weekly Posting of Graded Assignments in JPAMS
- Report Cards

Regular Progress Monitoring - Weekly/Monthly/Quarterly

- Academic Progress
    - Parent Conferences for Academic Concerns - email, telephone & in-person
    - Quarterly Progress Reports - IEP, Project Read
    - Parent Conferences for Watch List Students - In Danger of Failing, Absences/Seat Time
- Behavior/Leader In Me
    - Student of the Month - yard sign sent home
    - Golden Gator - positive phone call home to parents by administrator
    - Gator Grams - positive communications from teachers
    - Tier 2 Behavior Intervention Data - emailed to parents weekly

Interventions and High-Dosage Tutoring

- TAT/SBLC screenings and interventions
- Individual Academic Improvement Plans - Tracking of Interventions
- Individual Academic Support Plans - Tracking of High Dosage Tutoring
- Daily ELA and Math Intervention/Enrichment Data Tracking
    - Small Group Instruction
    - Targeted standards-based activities

- Remediation to close learning gaps
- Project-Based Learning Activities

Diagnostic/Benchmark/Interim/Standardized Testing

- Progress Reports LEAP 360 diagnostic and interim
- Progress Reports for District Readiness and Benchmark Assessments
- Performance Reports generated from Illuminate
- DRC Parent Letter for LEAP Test Results

2025-26:

Curriculum Assessments

- Weekly Take Home Folders
    - Graded assessments and student work
- Weekly Posting of Graded Assignments in JPAMS
- Student WIG Trackers - updated and posted weekly in Google Classrooms
- Report Cards

Regular Progress Monitoring - Weekly/Monthly/Quarterly

- Academic Progress
    - Parent Conferences for Academic Concerns - email, telephone & in-person
    - Quarterly Progress Reports - IEP, Project Read

- Parent Conferences for Watch List Students - In Danger of Failing, Absences/Seat Time

- Behavior/Leader In Me
  - Student of the Month - Cash Cube
  - Golden Gator - positive phone call home to parents by administrator, Cash Cube
  - Gator Grams - positive communications from teachers
  - Tier 2 Behavior Intervention Data - emailed to parents weekly

Interventions and High-Dosage Tutoring

- TAT/SBLC screenings and interventions
- Individual Academic Improvement Plans - Tracking of Interventions
- Individual Academic Support Plans - Tracking of High Dosage Tutoring
- Daily ELA and Math Intervention/Enrichment Data Tracking
  - Small Group Instruction
  - Targeted standards-based activities
  - Remediation to close learning gaps
  - Project-Based Learning Activities

Diagnostic/Benchmark/Interim/Standardized Testing

- Progress Reports LEAP 360 diagnostic and interim
- Progress Reports for District Readiness and Benchmark Assessments
- Performance Reports generated from Illuminate
- DRC Parent Letter for LEAP Test Results

2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25:

- Upcoming fourth-grade students participate in Passage Day at the end of their third-grade year. The administration meets with the upcoming students to provide an overview of Tchefuncte Middle School. Students attend a fourth-grade classroom and participate in a question/answer session. The students then tour the school given by fourth-grade Student Government Association Representatives.
- Sixth graders tour Mandeville Junior High, where they become familiar with the school's policies, programs, and procedures.
- Incoming families attend a meet-and-greet prior to the first day of school. The administration and PTA meet with new parents to discuss procedures, policies, and volunteer opportunities.

2025-26:

- Upcoming fourth-grade students participate in Passage Day at the end of their third-grade year. The administration meets with the upcoming students to provide an overview of Tchefuncte Middle School. Students attend a fourth-grade classroom and participate in a question/answer session. The students then tour the school given by fourth-grade Student Lighthouse Team.
- Sixth graders tour Mandeville Junior High, where they become familiar with the school's policies, programs, and procedures.
- Incoming families attend a meet-and-greet prior to the first day of school. The administration and PTA meet with new parents to discuss procedures, policies, and volunteer 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
X	X	X		X									X

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