

2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

St. Tammany Parish



This school-wide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all at-risk student groups as well an examination of student, teacher, and school strengths and weaknesses.*
- *Be sure to include both quantitative and qualitative data in your analyses.*
- [Data Analysis Guiding Questions](#)

STRENGTHS

WEAKNESSES

2024-25

STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025, ACT, WORKKEYS, IBCS, GRAD RATE, ETC.

All Students.

According to the LEAP 2025 Assessment administered in Spring 2024, The highest school wide index score was 6th Grade ELA 85.2 with 60% of students scoring Adv/Mastery.
According to the LEAP 2025 data from years 2020-2024, the ELA Assessment Index was 66-75-71-73.7.
According to the LEAP2025 data from Spring 2024, 6th Grade Math students scored 25% Unsat/AB and 39% scored Adv/Mastery.

According to the LEAP 2025 data from 23-24,
4th Grade ELA 65.4(-11.2)
5th Grade Math 45.6(-26.4)
Overall Math Assessment Index dropped from 64 to 54.1
4th Math 44% Unsat/AB
5th Math 52% Unsat/AB
6th Science 40% Unsat/AB

At-Risk Student Groups

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

According to the LEAP 2025 data from 23-24 compared to the same data from 22-23, the SWE ELA index score increased 7.9 points from 34.8 to 42.7, and the EL Science index score increased 1.5 points from 26.7 to 28.2. We also saw gains in our Black or African American(+4.8), Asian(+15), and Economically disadvantaged subgroups(+2.8)

By comparing the LEAP 2025 index scores from 23-24 to 22-23, there are considerable drops in the scores in the following areas:
EL Math 16.5 (-20.1)
Hispanic/Latino 43.3(-17.9)
SWE Science 26.7(-1.6)

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		ED Math 60.8 to 48.3(-12.5) ED Science 59.1(-8.9)
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)		
According to the results gathered through the Measurable Results Assessment given in the Spring of '24: Leadership Student Leadership Prosocial behaviors grew from 78 to 80 Positive Wellbeing grew from 74 to 79. Empowering Teachers-Instructional Efficacy grew from 65 to 70 Empowered Learners - Social Support grew from 69 to 82 Goal Achievement- School Goals grew from 63 to 78		According to the results gathered through the Measurable Results Assessment given in the Spring of '24: Leadership - Family & Community Engagement - School & Family Partnerships dropped from 68 to 64 Academics - Empowering Teachers dropped from 78 to 74
2025-26		
STUDENT ACHIEVEMENT DATA		
All Students		
According to the LEAP 2025 Assessment administered in Spring 2025, The highest school wide index score was 6th Grade ELA 78.6 with 50% of students scoring Adv/Mastery. According to the LEAP 2025 data from years 2020-2024, the ELA Assessment Index was 66-75-71-73.7. According to the LEAP2025 data from Spring 2025, 6th Grade Math students scored 35% Unsat/AB and 29% scored Adv/Mastery.		According to the LEAP 2025 data from 24-25, 4th Grade ELA 76.1(+10.7) 5th Grade Math 47.5(+1.9) Overall Math Assessment Index increased from 54.1-56.6(+2.5) 4th Math 34% Unsat/AB 5th Math 50% Unsat/AB 6th Science 35% Unsat/AB
At-Risk Student Groups (SWE, ESL, and the lowest performing 25% in ELA and math data <u>must</u> be included as well as any other potential labeled student group)		

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According to the LEAP 2025 data from 24-25 compared to the same data from 23-24, the SWE ELA index score increased 6.3 points from 42.7 to 49, and the EL Science index score increased .3 points from 34.1 to 34.4. We also saw gains in our Two or more races(+16.4), Black or African American(+1.3), and Hispanic Latino subgroups(+3.3)	By comparing the LEAP 2025 index scores from 23-24 to 24-25, there was considerable growth shown in most subject areas: ELA 74.2(+1.5); Math 56.6 (+2.5); Science 68.3(+8.6) Decrease was shown in the following subgroups for ELA: Asian (-75); American Indian (-10)
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
According to the results gathered through the Measurable Results Assessment given in the Spring of '25: Leadership Personal Effectiveness grew from 78 to 79 Leadership-Interpersonal Effectiveness grew from 79 to 80 Culture-Staff Voice grew from 78 to 83. Culture -Collective Efficacy grew from 76 to 78 Academics-Empowering teachers grew from 74 to 77 The largest growth shown was in Family (+8) and Community (+5) Engagement.	According to the results gathered through the Measurable Results Assessment given in the Spring of '25: Leadership - Family & Community Engagement - School & Family Partnerships showed growth but still has room to grow further. Academics - Academic Self-efficacy dropped 4 points from 77 to 73.
2026-27	
STUDENT ACHIEVEMENT DATA	
All Students	
At-Risk Student Groups	
(SWE, ESL, and the lowest performing 25% in ELA and math data <u>must</u> be included as well as any other potential labeled student group)	

SCHOOL CULTURE DATA - MRA

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

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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	
Teachers will be using student work to drive instructional decisions as shown in PLC meetings by all teachers bringing specific students' work to make decisions as to the need to remediate, adjust or enrich future lessons. These work samples are: 4th Grade Math: Exit tickets ELA: Paragraph writing with rubric guidelines Science: On the fly / exit ticket - CER by unit Social Studies: Claim task exit tickets 5th Grade Math: Equip exit tickets ELA: writing work using RACE strategy Science & Social Studies: weekly CER response 6th Grade Math: Comprehension checks and Applied Questions ELA : CER responses Science / SS : CER responses	Instructional Leadership: Meeting Student Needs Engages all teachers in utilizing data to identify students in need of intervention, acceleration, extension, or other additional support.
2025-26	

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Teachers will be using student work to drive instructional decisions as shown in PLC meetings by all teachers bringing specific students' work to make decisions as to the need to remediate, adjust or enrich future lessons. Teachers analyzed students' exit tickets for success in objectives and success criteria during PLC: PLCs on Sept 11 and 25, Oct 9, 23, Nov 6	Instructional Leadership: Meeting Student Needs Engages all teachers in utilizing data to identify students in need of intervention, acceleration, extension, or other additional support. During PLC meetings professional development will be given to educate and refresh teachers on strategies used in the classroom. Aug 28th: Classroom management roles and routines, Lexia and Targeted Support Sept 11, 25: Learning Intention or Objective and Success Criteria Jan 15, 29, Feb 12: Analyze lesson plans with Bloom's Questioning levels Mar 5, 19: Writing and Comprehension
2026-27	

LEADERSHIP TEAM LONG-RANGE PLAN

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

Date of ILT	Outcome	Materials	Follow-Up
8/27/2024	By the end of this ILT meeting, ILT members will identify sources of student work for each subject.	LEAP Scores, Equip data, Dibels testing, CER/RDW topic quizzes Student formal and informal assessments District Checkpoints BOY, MOY District Assessments Science/Social Studies Essential Questions	Check list of data points to collect from curriculum
9/4/2024	By the end of this ILT meeting, ILT members will create a plan to use student work and testing data to drive instructional practices.	Check list of data points to collect from curriculum	ILT members will implement checklist for all data points per subject
9/17/2024	By the end of this ILT meeting, ILT members will plan for teacher use of data to determine remediation/acceleration groupings	LEAP Scores, Equip data, Dibels testing, CER/RDW Topic quizzes Student formal and informal assessments District Checkpoints BOY, MOY District Assessments Science/Social Studies Essential Questions Check list of data points to collect from curriculum	Decided the focus groups are: SWE, EL, Bubble Student. Work Samples Requested: Math: Exit Tickets & Quizzes ELA: LEOU Exit Tickets Science: Amplify Daily Written Reflection (student investigation notebook)

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			Social Studies: Written Assessment-Claim Task by Topic
9/26/2024	By the end of this ILT meeting, ILT members will create a plan for PD based on the needs determined by student work samples and teacher input.	CER Training	Determined Literary analysis, and Responding to writing prompts are two of the highest need areas for remediation. Work with team members to provide teacher support and coaching for working with the high risk groups.
10/11/2024	By the end of this ILT meeting, ILT members will develop a plan of action for student work to be used for SWE, EL, and Bubble student work analysis and will identify resources to assist with remediation/acceleration.	Class/Group Schedules Triad of Instruction Resources by subject. LEAP Scores, Equip data, Dibels testing, CER/RDW Topic quizzes Student formal and informal assessments	Decided that teachers need training on illuminate platform for checkpoints and data acquisition and analysis.
10/30/2024	By the end of this ILT meeting, ILT members will plan use of data from observations to determine coaching and PD needs	Illuminate overview/Training Data Analysis Worksheets Teacher Input Survey responses	Coaching needed for Data analysis and instruction modification.
11/7/2024	Team members worked on a Community Outreach plan of action for the Lacombe Learning Community collaborative event with Chahta-Ima Elementary School.	● Map of event(stations, materials) ● List of faculty/Support staff attending ● List of community partners in attendance ● Sign-in sheets for attendees ● Feedback QR Code flyers	Determined a need for sharing information with the community to educate parents/families on resources available for our at risk student populations. Working to build awareness and trust within our community.
11/13/24	PLC student work analysis cycle with success criteria outlined. Teachers need to use student work to guide instructional decisions.	Standards aligned to current and upcoming lessons. ● Samples of student work. ● Exit tickets.	Determined teachers needed a more streamlined version of standards and training on how to access student

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		● Exemplars	scores/data to adequately use data to drive instruction.
12/16/24	Teacher PD Day schedule. Identified students in need of extra support. Developed plan for January PD.	Standards aligned to current and upcoming lessons. ● Dibels testing data ● Teacher Survey results ● Kagan Strategies flip charts ● Class progress chart posters ● Individual student progress charts	Upon reviewing data, identified students in need of SBLC referral and review. Work with the SBLC team to develop a plan for next steps support and remediation.
1/16/25	Develop a remediation/support plan for our LEP/ESL and bubble students.	ELPT test prep materials ● ELPT/Leap Connect testing schedule ● Mid-year Checkpoint/Interim/Diagnostic Data	Review ESL Para schedule and develop a plan for additional support and instruction for P1/P2 students. Review Mid-year Checkpoint/Interim/Diagnostic Data.
1/27/2025	Developed remediation/support plan for standards missed during snow day school closures.	Scope and sequence ● Teacher lesson plans-annotated	Review Scope and Sequence calendars against the standards to identify areas where information can be consolidated. Review teacher Google classrooms to ensure that they are posting links to information and weekly news letters
2/18/2025	Develop a plan to introduce faculty to the new evaluation system-expectations, processes, and procedures.	Evaluation scoring rubrics Exemplar examples Comparison Old/New system handouts	Review materials and create a plan for roll-out that will introduce pieces of the system at a time so as to avoid overwhelming staff. Have Coaching staff use the rubric as a coaching tool to let teachers see where they are scoring currently with the new system and identify the areas where they can work to improve.
3/14/2025	Review requirements for next year's schedule and create a schedule that meets all requirements.	Pupil Progression plan requirements District Guidance CBA 25-26 Itinerant/elective schedules	● Intervention time embedded in schedule. ● Make best use of all employees on campus, including itinerants.

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			●Consider scheduling/grouping needs and obstacles. ●Discuss staffing changes
3/27/2025	Review feedback regarding pilot implementation of Leader In Me student rolls in classroom. Develop plan for full school rollout for 25-26 school year.	Feedback from Tanner, Reimonenq and Day-Teachers who are piloting the program in their classrooms.	Review materials and create a plan for roll-out that will introduce pieces of the system at a time so as to avoid overwhelming staff. Have Coaching staff use the rubric as a coaching tool to let teachers see where they are scoring currently with the new system and identify the areas where they can work to improve. Explain to teachers that the Student led instruction can help them reach their individual goals as well.
6/15/2025	● Yearly wrap-up: What went well? What areas do we need to work on? ● Building Buy-in: Students/Faculty areas we need to improve upon?	●LEAP, Dibels, Amplify & iReady data ●LER training materials	Review all student data. Use for creating master schedules & to identify students in need of additional supports. Committees developed to create plans to support buy in for teachers and students.
6/30/25	● Regroup. Evaluate current processes and make plans for changes/modifications based on staffing additions/adjustments. ●Make adjustments due to recent staffing/scheduling changes. Review tutoring and ancillary schedules to ensure staffing is available	●Itinerant schedules ●Coach and interventions meeting updates ●Admin meeting updates	Band teacher half day Gifted and ESL teachers to push in Addition of RNC student Changes to HDT requirements
8/14/25	● Identify 4th and 5th grade students in need of HDT, send out permissions ● Identify 6th graders in need of supports-complete all required	Student Test data. Student alpha recruit list Tutor/Para schedules Master schedule with rotations	ELA: ● September 9-10 ● September 15, 16, 17 ● September 22, 23, 24 ● September 29, 30 October 1 ● October 6, 7, 8

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	paperwork • Code as IASP or IIP in Jpams • Develop HDT plan and rotation utilizing tutors, HD tutors, paras and other staff.		Math: • October 13, 14, 15 • October 20, 21, 22 • October 27, 28, 29 • November 3, 4, 5 • November 10, 11, 12
9/14/25	Teachers stressing over new evaluation system. Need to ensure they understand expectations and criteria being evaluated.	LER Rubric LER checklist LER Teacher mock observations	Performing snapshot observations will provide teachers with valuable insight on areas of strength and potential areas of improvement.
10/1/2025	Teachers need to utilize data to drive instruction. Teachers should be using exit tickets as a data collection point, and should be analyzing the data to check for student mastery of standards	Teacher observation notes Student exit ticket data Exit ticket/data analysis strategies PD	Teachers given printed itemized data reports from LEAP assessments for all students and PD to discuss using data to drive instructional planning in PLC meetings
10/23/25	Teachers need to utilize data to drive instruction. Teachers should be using exit tickets as a data collection point, and should be analyzing the data to check for student mastery of standards. Teachers need modeling and strategies provided to help them better understand concepts.	PD-Data Analysis PD-Questioning & Thinking PD Exit ticket strategies ILT-PLC plan of action	Develop plan of action to help teachers understand importance of data collection and analysis in driving instruction. W1- Research Exit activities W2-Bring information to team & discuss W3-Instructional coach and teacher bring to classroom and collect data W4 Bring back to ILT team W5 Bring information to PLC W6 Teachers Implement in classroom W7-Teachers bring data back to PLC
12/4/2025	Teachers made progress in evaluating and utilizing student data to drive instruction Further/Additional PD needed on Questioning strategies and Behavior management, as well as de-escalation	ILT-PLC plan of action/revision PD-Questioning & Thinking PD-Behavior Management and De-escalation strategies	Data analysis plan successfully implemented. Further remediation and support needed for classroom management and implementing questioning strategies.

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	strategies.		
1/5/2026	Review of teacher observation/coaching data shows that teachers could improve their practice by strengthening their questioning techniques and the rigor.	ILT-PLC plan of action/revision PD-Questioning & Thinking Question & Discussion stems PD-Academic feedback PD-two stars and a wish	Long range plan developed at meeting: PLC# 10(1/15/26) Review Questioning PD with teachers. Discuss plan for implementation. By next meeting teachers will bring in an annotated lesson plan with questions identified and leveled, along with student exit tickets from the lesson. PLC#11(2/12/26)Review data collected. Discuss the thinking process behind the students answers/how are they responding. Discuss ways to increase rigor.PLC#12 (3/5/26)PD on strategies to strengthen student responses/Academic feedback checklist. PLC#13 two stars and a wish for professional development. Teacher to implement and bring data to review at next meeting. PLC#14 Teachers provide data and discuss results from two stars and a wish activity.
2/6/2026	Teachers observation and student observation/assessment data analysis identified areas of need in questioning and thinking.	ILT-PLC Long Range Plan. PD-Two stars and a Wish Blooms Taxonomy Question Stem Charts Observation Notes PLC Notes Gifted Learning walk debrief	Review progress of long range plan developed at Jan.5 ILT meeting. Discuss possible modifications to the plan. PLC# 10(1/15/26) Review Questioning PD with teachers. Discuss plan for implementation. By next meeting teachers will bring in an annotated lesson plan with questions identified and leveled, along with student exit tickets from the lesson. PLC#11(2/12/26)Review data collected. Discuss the thinking process behind the students' answers/how are they

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			responding. Discuss ways to increase rigor. PLC#12 (3/5/26) PD on strategies to strengthen student responses/Academic feedback checklist. PLC#13 two stars and a wish for professional development. Teacher to implement and bring data to review at next meeting. PLC#14 Teachers provide data and discuss results from two stars and a wish activity.
3/13/2026	Data dig conducted with teachers on 3/12 highlighted crucial need for remediation specifically in Math 5. Fractions are a struggle for all grade levels. Develop plans for support and remediation across grade levels to include-visuals, videos on slide show in cafe, home challenges on social media, etc	ILT-PLC Long Range Plan. PLC-Meeting notes Data dig-meeting notes Illuminate reports training for teachers	Review progress of long range plan developed at Jan.5 ILT meeting. Discuss possible modifications to the plan. Review Results from Data dig conducted on March 12/ With grade level teachers-How teachers responded to intervention. Plans for revision
4/12/2026	Large number of accommodated testers. Develop plan to move Accom groups to 6th grade wing to ensure extended time testers are not disturbed.	School map, testing rosters, in-services faculty list.	Rosters reviewed. Extended time testers all in sixth grade wing and library. Makeup testing to be done in library. RNC student to test in Art room.
5/18/2026	Evaluate Checkpoint data, program usage data, etc.. to determine effectiveness of current programs and plan for 26-27 year..	Checkpoint data, usage reports, teacher/student feedback.	iReady not used with fidelity in 5th. Program not acquired until October-earlier roll out could have improved results. Research other programs and plans for implementation. ex. AR and Zearn

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, Bayou LaCombe Middle School will increase the SPS from 73.7 to 80.0 through a focus on using student work to drive instructional decisions.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
73.7	76.5	78	80
	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS

Assessment Index (AI)

- What is your current AI in –
 - ELA? 73.7
 - Math? 54.1
 - Science? 59.7
 - Social Studies? 51.1 (23)
 - Overall? 64.4
- Where are there opportunities for growth? Subgroup SWE & EL

Progress Index (PI)

- What is your current PI in –
 - ELA?
 - Math?
 - Overall? 93.3
- Where are there opportunities for growth? Math & Science
- All students need to demonstrate growth

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• Math dropped 64 to 54.1 • 4th and 5th Science	
Interests and Opportunities (I/O) • What is your current I/O? 150 out of 150 • Where are there opportunities for growth? n/a	DCAI (Jr. Highs ONLY) • What is your current DCAI? • Where are there opportunities for growth?
ACT Index (High Schools ONLY) • What is your current ACT index? • Where are there opportunities for growth? Graduation Rate (High Schools ONLY) • What is your current grad rate? • Where are there opportunities for growth?	Strength of Diploma Index (SOD) (High Schools ONLY) • What is your current SOD? How many students/What percent earned- ○ 160? ○ 150? ○ 115? ○ 110? ○ 100? • Where are there opportunities for growth? Graduation Rate Index (High Schools ONLY) • What is your current grad rate index?
2025-26 Components of SPS	
Achieve Index (AI) • What is your current AI in – ○ ELA? 74.2	Growth Index (GI) • What is your current GI in – ○ ELA? 32.5

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- Math? 56.6
- Science? 68.3
- Social Studies? 61.7
- Overall? 65.3

- Where are there opportunities for growth? Math & ELA Proficiency

- Math? 29.5
- Lowest 25% in ELA? 69.6
- Lowest 25% in Math? 37.6
- ELL population? 35.3
- Overall? _____

- Where are there opportunities for growth? Math & ELA Proficiency, Lowest 25%in Math

Thrive Index (TI) (High Schools ONLY)

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

University Accelerator (High Schools ONLY)

- What is your current overall percentage?
- 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?

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 high wage/high demand industry?
- Where are there opportunities for growth?

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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?

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?

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	Where are there opportunities for growth?
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 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) - Communication- Student Data binders
- Priority Goal #2 (Academics) - Meeting Student Needs-Mathematics SWE & EL Subgroup Focus
- Priority Goal #3 (Academics) - Meeting Student Needs-ELA SWE & EL Subgroup Focus
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Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Bayou Lacombe Middle School will increase the MRA sub-measure School & Family Partnerships from 64 to 70 through a focus on parent engagement & community building.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
64	66	74	68	75	70	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there? Sending weekly newsletters, using student planners for assignments and communication logs, providing more opportunities for parents to come to campus, student data binders, LIM parent meeting

[Purchased Resources to Support Priority Goals](#)

Professional Development Offered

Leader in Me - Core I, Lighthouse, & Curriculum
PD with LIM Coach
ACES
Safe Schools Training

Short Term Wins (STW) (LEAD measures)

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

- Students sharing WIGs (at home)
- Students sharing about 7 Habits at home
- Students tracking their goals in their binders & sharing with parents
- Impacts include: students tracking their data, students identifying trends in data, & students adjusting their goals.
- Students should learn to analyze data, give constructive feedback to other students, track data, set goals, make adjustments, and communicate effectively with others about their goals.

From Fall 2024 to Fall 2027, Bayou LaCombe Middle School will increase the MRA sub-measure School & Family Partnerships from 64 to 70 through a focus on parent engagement & community building.

Development, implementation student data binders

0% of students have data binders 1st Q

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
MRA survey Data Binders, Students tracking goals and sharing with parents	70	Binders created for all students. Student data tracking in data binders. Parent/Guardian sharing protocols implemented.	Students have begun utilizing data binders weekly in LIM. Decrease in missing assignments.	Add WIGS, academic goals, test scores to Binders & Share 7 Habits with Families	Students participating in individual and teacher goal tracking and charting daily. Setting goals based on collected data.	Chart growth of academic goals on bulletin boards. Communicate academic concerns with parents via	Students actively participating in academic goal and attendance data analysis and tracking.

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			Increased student accountability.			weekly folder logs.	
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

100% of students have created Student Data Binders to be used for self reflection, Student accountability, and progress monitoring. Teachers using data to guide instruction.

Quarter 2 Reflection –

100% of students have added academic goals and test data to their LIM binders to be used for goal setting, and self reflection. Teachers review data weekly to identify student needs and guide instructional decisions.

Quarter 3 Reflection –

Students actively participating in academic goal and attendance data analysis and tracking. Majority of students' attendance and academic performance have improved as a result of the displayed data and school academic performance communication efforts. District created checkpoints and summative assessments have been taken and data indicates student growth.

End of year Reflection –

The school has gotten a start on implementing the LIM program by tracking attendance and discipline on a school bulletin board that was updated by students. Student binders were utilized in all classrooms to track data. Next year the LIM Lighthouse Team will test each procedure in sample classrooms to work out obstacles before introducing them to the whole faculty.

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

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MRA survey LEAP scores Parent Surveys Student/Staff Surveys ZAP Program	74	Grade level LIM meetings,Classr oom WIGS and behavior contracts, PFE Events, Community Lighthouse team Created,	Increased student attendance and accountability, Increased Parent involvement & communication	Parent/Guardi an sharing protocols implemented/ Soc. Media, Bayou Bulletin, GClassroom, etc.	Increased student awareness of daily attendance due to homeroom charts	Community Lighthouse team board members elected and actively working	Increased views and followers on the community facebook page
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Grandparents Bingo and Technology Informational PFE's held and well attended. Student and staff attendance above 89% for first quarter. Parent communication- Robo calls, robo text, bayou bulletins weekly, Lighthouse team social media posts, and school website. Initiated ZAP program for students to complete missed assignments before or after school.

Quarter 2 Reflection –

Community Lighthouse team created. Classroom WIG goals and Behavior contracts created and displayed. LIM Community lighthouse team actively participating in the school. Social media used to get information out to parents per requests given in feedback at PFE events. ZAP program beneficial in decreasing student missing assignments/failing grades.

Quarter 3 Reflection –

Community lighthouse team initiative implemented. Board members elected and actively working with our school. Lighthouse team facebook page useful in relaying information to parents and keeping community members informed of what is going on in our schools.

End of year Reflection –

Community lighthouse team is actively working to support the school. More parental and teacher support is needed going forward.

St. Tammany Parish 2024-2027

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Bayou Lacombe Middle School will increase the percent proficiency in Math LEAP for subgroups EL & SWE from 36.5 to 45.6(25% increase).

St. Tammany Parish 2024-2027

	2024 Math % Proficient (Baseline)	2025 Math % Proficient	2026 Math % Proficient	2027 Math % Proficient
All Students	54.1-LEAP	Goal-57-LEAP (52.2)	Goal-63-LEAP	Goal-67.6-LEAP
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	20	26.5 (30.8)	27	27.4
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	16.5	17.53(32.2)	18.56	20.63
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	EL 34.1	36.23	38.36	42.63
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?	EL 16.5			
		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

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How are we going to get there? PLC meetings with student work for focus groups, SWE-EL-Bubble students, writing rubric, tutors for reading fluency & comprehension, small group instruction, Teacher PD, parent communication, student data binders 12 month calendars displaying upcoming events to aid with planning and communication Utilize poster printer to chart and display student progress. Utilize announcement slides to advertise upcoming events, activities, deadlines, testing, etc... to ensure students are informed and inspired to actively participate..Utilize 12 month calendars to ensure all faculty/staff are informed of upcoming events and other important school information.

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

Professional Development Offered
Eureka Math PD,i Ready Math, LIM PD, CER PD, Illuminate PD, Kagan Strategy PD

Short Term Wins

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

- Students tracking their goals in their binders & sharing with parents
- Impacts include: students tracking their data, students identifying trends in data & students adjusting goals
- Teachers tracking student work data, adjusting lessons to support for remediation or enrichment
- Common rubric cross curricular written responses
- growth on iReady My Path and module checkpoints

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
LEAP scores Math	31.7 % Proficient 16.5 % EL 20% SWE	Small group Instruction, iReady intervention	17% Proficient iReady Diagnostic 0% EL 6% SWE	iReady small groups, Student Data collection/ analysis	34% Proficient iReady Interim 6% EL 9% SWE	iReady small groups, Student Data collection/ analysis	35% proficient iReady Diagnostic Growth 6% EL 10% SWE
			Met Goal?		Met Goal?		Met Goal?

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Y **N**

Y **N**

Y **N**

Quarter 1 Reflection –

We are not comparing apples to apples, we are using data the shows grade level proficiency as opposed to standard proficiency

Quarter 2 Reflection –

EL students are demonstrating growth on the iReady checkpoint assessments. We developed a tutoring plan for EL math along with additional classroom support by the EL paraprofessional.

Quarter 3 Reflection –

EL growth stayed the same; SWE growth improved by 1%. Interventions will continue and support will be provided.

End of year Reflection –

12% SWE; 12% EL; 45% Proficient —All iReady Data- spring test —Awaiting LEAP data to see how the results correspond to iReady data.

2025-26

Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
LEAP Scores Math	31.6 % Proficient 16.6% EL 25%SWE	Small group Instruction, iReady intervention	15.4% increase in proficiency per Illuminate Math performance data	45.2% proficient per Illuminate BOY assessment index	increase in the EL and SWE population in math scores	Based on SWE iready scores for EOY, there are 0% of students proficient. The students are showing growth in	0% proficient

St. Tammany Parish 2024-2027

						iReady, but not proficiency.	
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

LEAP scores show that BLMS showed growth in all areas. HDT, Interventions, and data tracking continued to focus on lower 25% and to also focus to push top 25%. Math scores show growth for lower 25% but still have work to do. Got iReady approved and started using for Interventions in October.

Quarter 2 Reflection –

Continued implementation of daily interventions. Incorporated Multiplication contest to inspire student improvement of foundational skills, along with incorporation of math word problem strategies.

Quarter 3 Reflection –

Students are using iReady as an intervention. Students are showing growth, but have not reached proficiency yet.

End of year Reflection –

We are happy that the students are making progress, but we need more growth to achieve proficiency.

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

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	Y	N		Y	N		Y	N
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Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Bayou LaCombe Middle School will increase the percent proficiency in ELA LEAP for subgroups SWE & EL students from 38.4% proficient to 48% proficient.

	2024 ELA % Proficient (Baseline)	2025 ELA % Proficient	2026 ELA % Proficient	2027 ELA % Proficient
All Students	73.7 LEAP	78.3 (74.2)	82.9	92.12
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	42.7	45.4 (49)	48.1	53.38

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		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	34.1	36.23 (34.3)	38.36	42.63
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	EL 34.1	36.23	38.36	42.63
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?	EL 16.5			
		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?

- Students tracking their goals in their binders & sharing with parents
- Impacts include: students tracking their data, students identifying trends in data & students adjusting goals
- Teachers tracking student work data, adjusting lessons to support for remediation or enrichment
- Common rubric cross curricular written responses
- check point assessment growth
- written response growth from first draft to final product
- small group tutoring
- interventions/acceleration

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

Professional Development Offered

EDU 20/20 ELA PD, Spire PD, CER PD, LIM PD, Kagan, Lexia

Short Term Wins

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

- Student data binders and student goal tracking
- Student work in PLC check points
- Improved written responses
- Reading skill progress monitoring
- Small group instruction
- Reading Instruction/Intervention
- Standards based teaching

2024-25

Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
LEAP Scores, District Created Standards Based Assessments	73.7% Proficient	High Dosage tutoring, Small group instruction, Tier 1 Curriculum, Literacy Interventionist	25.8% proficient Checkpoint 1 (EL 6% Prof., SWE 0% Prof)- 29.7% Proficient Checkpoint 2 (EL 22% Prof., SWE 3% Prof)	High Dosage tutoring, Small group instruction, Tier 1 Curriculum, Literacy Interventions increased standards focused instruction & Student data tracking Student growth	MOY - Intervention groups- growth achieved using DIBELS Growth Outcomes Report (Average to or Above Average Growth) -	Small group instruction, Tier 1 Curriculum, Literacy Interventions increased	Progress monitoring took place every 3 weeks to monitor if interventions were effective

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				on Dibels Assessments 64% of students showed growth.	4th: 12/21=57% 5th: 24/33 = 72% 6th: 17/25=68%		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Students were Dibel assessed, Reading interventions put into place based on student needs. Data Binders have been created for each student. Students have begun tracking data and self-monitoring progress. Teachers using data to guide instruction.

Quarter 2 Reflection –

Title I tutors, High Dosage tutoring, Teacher led intervention groups, Weekly Amira interventions and book club through Library. Students showing response to Literary interventions per results of Dibels data assessments. Students may not be demonstrating at level but progress is being made. Students are showing growth toward targets.

Quarter 3 Reflection –

Interventionists worked on increasing accuracy, fluency and comprehension using research based strategies and implementing practice with ELA standards using Common Lit. Results indicated growth in accuracy and fluency. The majority of the students met their learning target as shown by the learning outcomes in Dibels.

End of year Reflection –

BOY to EOY - Literacy Intervention Groups - **growth achieved using DIBELS Growth Outcomes Report (Average to or Above Average Growth) - 4th grade: 9/20 = 43%; 5th grade 21/35 = 57%; 6th grade: 15/29 = 71%**

2025-26

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Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
ELA LEAP Scores, District Created Standards Based Assessments	47.64 % Proficient 38.8% EL 25%SWE	High Dosage tutoring, Small group instruction, Intervention Block, Tier 1 Curriculum, Literacy & Numeracy Interventions	52.5% students Proficient per ELA Checkpoint 1 Illuminate report	High Dosage tutoring, Small group instruction, Intervention Block, Tier 1 Curriculum, Literacy & Numeracy Interventions	58.8% students Proficient per ELA Checkpoint 2 Illuminate report	High Dosage tutoring, Small group instruction, Intervention Block, Tier 1 Curriculum, Literacy & Numeracy Interventions	Average 9% proficient on MOY results for all students
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Students were DIBELS assessed, targeted support was implemented based on student needs. Teachers using data to guide instruction. PLC professional developments and data analysis using exit tickets and assessment data initiated. LEXIA and Power up implemented along with Guidebook support.

Quarter 2 Reflection –

Students showing growth at all grade levels according to Checkpoint data obtained through Lexia reports and Illuminate data.

Quarter 3 Reflection –

4th and 5th grades using Lexia Core 5 showed an average of 1.76 levels completed. The EOY Goal is 4 levels completed by EOY. Power up 82 levels were completed in Word Study, 28 levels in Grammar, and 107 in Reading Comprehension.

End of year Reflection –

4th and 5th grades using Lexia Core 4 showed an average of 3.02 levels completed @ the EOY. 6th Grade: Reached end of year goal for Word Study and Comprehension. (Grammar saw the least amount of unit progress)

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BOY-EOY

Growth achieved using DIBELS Growth Outcomes Report using **Lexia** (Average to or Above Average Growth) - 4th grade: 8 %; 5th grade: 47% 6th grade: 50%.

Growth achieved using DIBELS Growth Outcomes Report using **Accelerate, Guidebook Supports** (Average to or Above Average Growth) - 4th grade: 50 % 5th grade: 82% 6th grade: 83%.

Based on MOY results in illuminate, 9% of all students were proficient.

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

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

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OTHER SUPPORT

When intervention is needed, how will you support students in need related to the above priority areas? What is your intervention plan? Be sure to include the resources needed for at-risk student groups?

Link/Upload your [school's yearly intervention plan](#) to the district-designated location (Title I schools ONLY).

Link/Upload your [school's literacy plan](#) that includes interventions to the district-designated location (K-3 schools ONLY).

Parent and Family Engagement (PFE) Activities

***Note - At least 3 PFE events must be scheduled EACH year, with at least one PFE event per priority goal area.**

- *How will parents be provided opportunities to give feedback and be included in the implementation of the school advancement plan and its priority areas?*

2024-25:

Grandparents breakfast September 5th, 2024: Grandparents were given an exit ticket to provide feedback. LEAP data was shared with those in attendance. Reading Skill and Math Skill bookmarks & LIM 7 Habit flyers were shared with attendees.

Lacombe Learning Community SWE Night partner event with Chahta Ima Elementary November 7, 2024, Parents provided with QR code and link to digital survey to provide feedback. SWE & EL strategies discussed and demonstrated in center rotations. Parents provided information on screening processes and interventions available to assist and support struggling learners.

Literacy Night December 12, 2025 :Parents/Family members were given exit tickets with surveys to provide feedback. Student data was displayed in classrooms during the event. Literacy strategies and intervention practices demonstrated to parents/Family members.

EL Parent Meeting January 30, 2025: Parents provided with information regarding grading policy changes and pupil progression, as well as information regarding ELPT and LEAP testing. Also provided with a list of resources that they can use at home for additional support and remediation.

STEM Night March 18, 2025- Parents/Family members were given exit tickets with surveys to provide feedback. Student data and Leader in Me information was displayed in classrooms during the event. Strategies for improving math fluency and information on STEM activities to try at home shared with families.

2025-26:

Technology Tools- PFE Event September 5, 2025: Created and distributed Information on the large variety of technology tools available to students and parents both in and outside of school-including accessibility information and information on student progress monitoring tools (Jcampus, iReady, Lexia, etc...)

Grandparents breakfast September 25th, 2025: Grandparents were given an exit ticket to provide feedback. LEAP data was shared with those in attendance. Technology Tools information, ZAP program information & LIM 7 Habit flyers were shared with attendees.

Spooktacular STEAM Night October 28, 2025: Halloween/Space themed STEAM event was a huge success, showcasing strong participation from parents, staff, and students. Attendees engaged in multi-sensory activities aligned with the grade-level curriculum, fostering both critical thinking and collaboration among participants. The event was marked by high levels of engagement and received overwhelmingly positive feedback.

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: Grandparents Day Celebration-Reading and Math, School Goals; Holiday Literacy Night- ELA, Family STEM Night event-STEM and Culture; Leader in Me Parent Presentation, Culture; Google & goodies

Grandparents breakfast September 5th, 2024: Grandparents were given an exit ticket to provide feedback. LEAP data was shared with those in attendance. Reading Skill and Math Skill bookmarks & LIM 7 Habit flyers were shared with attendees.

Lacombe Learning Community SWE Night partner event with Chahta Ima Elementary November 7, 2024, Parents provided with QR code and link to digital survey to provide feedback. SWE & EL strategies discussed and demonstrated in center rotations. Parents provided information on screening processes and interventions available to assist and support struggling learners.

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EL Parent Meeting January 30, 2025: Parents provided with information regarding grading policy changes and pupil progression, as well as information regarding ELPT and LEAP testing. Also provided with a list of resources that they can use at home for additional support and remediation.

STEM Night March 18, 2025: The recent STEM Night was a resounding success, showcasing strong participation from parents, staff, and students. Attendees engaged in multi-sensory activities aligned with the grade-level curriculum, fostering both critical thinking and collaboration among participants. The event was marked by high levels of engagement and received overwhelmingly positive feedback.

2025-26:

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2026-27:

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

2024-25:

Weekly newsletters/Calendars shared with parents via Text message and Google classroom. Student individual progress monitoring in data binders shared with parents. Robo calls/text, Website, and social media postings regularly reminding parents to check student grades in Jpams. Teacher

2025-26:

Weekly newsletters/Calendars(Bayou Bulletin) shared with parents via Text message and Google classroom. Student individual progress monitoring shared with parents. Robo calls/text, Website, and social media postings regularly reminding parents to check student grades in Jpams. Teacher email & phone communications, parent conferences.

2026-27:

Transitions for Incoming and Outgoing Students

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

2024-25: CIE Third Grade Visit (May) student-led campus tour and presentation; 6th Grade campus visit to Montelone; 6th Grade Scheduling Presentation from MJHS at BLM. Meet and greet student/family events; Lacombe Learning Community shared Information night for SWE, EL, 504, and Student supports services.

2025-26: CIE Third Grade will Visit (May) student-led campus tour and presentation; 6th Grade campus visit to Montelone; 6th Grade Scheduling Presentation from MJHS at BLM. Meet and greet student/family events.

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												

DISTRICT ASSURANCES

- ☐ I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.
- ☐ I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- ☐ I hereby certify that this plan has all of the following components:
- Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement events aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high-quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A school-wide action plan with timelines and specific activities for implementing the above criteria
- ☐ I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

St. Tammany Parish 2024-2027

Date

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: Grandparents Breakfast Social

Date/Time: 9/5/2024 at 9am

Targeted Priority Area: Goal 1: From Fall 2024 to Fall 2027, Bayou Lacombe Middle School will increase the MRA sub-measure School & Family Partnerships from 64 to 70 through a focus on parent engagement & community building.

Number of Participants: 250

Summary of Parent Feedback/Exit Tickets/Survey:

Grandparents were given an exit ticket to provide feedback. LEAP data was shared with those in attendance. Reading Skill and Math Skill bookmarks & LIM 7 Habit flyers were shared with attendees.

Exit Ticket Feedback Summary: Feedback received was unanimously positive. Grandparents appreciated opportunity to be involved and to learn more about student progress and learning opportunities.

Event Name: Literacy Night

Date/Time: 12/12/2024 at 530-7pm

Targeted Priority Area: Goal 1: From Fall 2024 to Fall 2027, Bayou Lacombe Middle School will increase the MRA sub-measure School & Family Partnerships from 64 to 70 through a focus on parent engagement & community building.

Number of Participants: 209

Summary of Parent Feedback/Exit Tickets/Survey:

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Parents/Guardians were given exit tickets/surveys to complete at the event.

Exit Ticket Feedback Summary: Feedback received was unanimously positive. Families responded that they enjoyed the event and opportunity to learn more about increasing student literacy. Suggestions for improvement included holding events later in the evening and providing multiple circulations for parents with students in multiple grades.

Event Name: STEM Night

Date/Time: 03/18/0225 at 530-7pm

Targeted Priority Area: Goal 1: From Fall 2024 to Fall 2027, Bayou Lacombe Middle School will increase the MRA sub-measure School & Family Partnerships from 64 to 70 through a focus on parent engagement & community building.

Number of Participants: 93

Summary of Parent Feedback/Exit Tickets/Survey:

Exit Ticket Feedback Summary: Feedback received was unanimously positive. Families responded that they enjoyed the event and opportunity to participate in hands-on activities with their students. Suggestions for improvement included holding events more often, advertising events further in advance, and having activities on weekends.

Event Name: Technology Tools

Date/Time:9/5/2025

Targeted Priority Area: Goal 1: From Fall 2024 to Fall 2027, Bayou Lacombe Middle School will increase the MRA sub-measure School & Family Partnerships from 64 to 70 through a focus on parent engagement & community building.

Number of Participants: 207

Summary of Parent Feedback/Exit Tickets/Survey:

Parents/Guardians/Families and teachers feedback was resoundingly positive. Majority appreciated the information on the available technology tools and instructions on accessing student information for tracking purposes. Recommendations for improvement included- Holding workshops for parents to demonstrate logging in and setting up accounts in Jcampus at meet and greet.

Event Name: Grandparents Breakfast Social

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Date/Time: 9/25/2025 at 9am

Targeted Priority Area: Goal 1: From Fall 2024 to Fall 2027, Bayou Lacombe Middle School will increase the MRA sub-measure School & Family Partnerships from 64 to 70 through a focus on parent engagement & community building.

Number of Participants: 235

Summary of Parent Feedback/Exit Tickets/Survey:

Grandparents were given an exit ticket to provide feedback. LEAP data was shared with those in attendance. Technology tool information & LIM 7 Habit flyers were shared with attendees. Exit Ticket Feedback Summary: Feedback received was unanimously positive. Grandparents appreciated opportunity to be involved and to learn more about student progress and learning opportunities. Recommendations for improvement were: More food and better prizes for winners of bingo games, and more bingo games.

Event Name: Spooktacular STEAM Night

Date/Time: 10/28/2025 at 5:30 pm

Targeted Priority Area: Goal 1: From Fall 2024 to Fall 2027, Bayou Lacombe Middle School will increase the MRA sub-measure School & Family Partnerships from 64 to 70 through a focus on parent engagement & community building. **Targeted Priority Area #2** From Fall 2024 to Fall 2027, Bayou Lacombe Middle School will increase the percent proficiency in Math LEAP for subgroups EL & SWE from 36.5 to 45.6(25% increase).

Number of Participants: 187

Summary of Parent Feedback/Exit Tickets/Survey: Data collected from exit tickets showed that the attendees truly enjoyed the event. 100% responded that the event met their expectations, provided information that was useful and easy to understand, was well publicized and communicated and said they would attend more events in the future. Feedback given on possible improvements for the future included: Providing food and snacks for participants, and holding events more often.

Year 1 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*

Printed Copies of the SAP summary posted on school website and sent home with all students.

- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented? Data used to determine if PFE events were effective and to make modifications based on feedback for future events (ex. Incorporating food, starting events after 5 pm for working parents, promoting events further in advance, and providing food for participants when possible).*

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Year 2 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders? A summary will be available on the school website. Presentation will be made during open house and BOY community lighthouse meetings.*
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented? School SBS and LEAP 2025 data will be reviewed and findings will determine school level goals and implementation of targeted support programs.*

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?*