

David Thibodaux STEM Magnet Academy

2025-26 Schoolwide Plan at a Glance

GROW Goals & Plans
<p>Long-Term Goal:</p> <ul style="list-style-type: none"> MS students will demonstrate growth in ELA/Math as compared to the previous academic school year (Math grow in 24-25 was 58.79%; ELA was 61.7%) HS students will demonstrate growth in ELA/Math as compared to the previous academic school year (Alg: 82.8% Geo: 23.04%; ELA I: 51.08%; ELA II: 57.22%)
<p>Short-Term Goal:</p> <ul style="list-style-type: none"> Middle School MOY: Analysis of Student Specific Data (lower 25%) that are in need of ELA/Math academic growth High School MOY: Analysis of Student Specific Data (lower 25%) that are in need of ELA/Math academic growth
<p>Action Steps:</p> <ul style="list-style-type: none"> Data dives with Teachers to discuss specific students and instructional strategies ensure academic deficiency weaknesses are targeted in ELA/Math Weekly ILT (Data Reviewed, Student work in ELA/Math Analyzed) Identification of teachers in need of extra support for coaching support; special emphasis of intentional walk throughs for teachers with provided feedback Participation in Solution Tree: PLC at Work Training on September 17, 2025 at DTSMA Support strategic teacher analysis of Data Trackers that identify priority standards; Data trackers were utilized in 24-25 which help to ensure students were targeting specific goals; 25-26 will incorporate mastery of priority standards on data trackers Leap Blitz Rotations starting in September 2025

ACHIEVE Goals & Plans
<p>ELA Long-Term Goal:</p> <ul style="list-style-type: none"> MS students will demonstrate growth in proficiency in ELA compared to previous academic school year HS students will demonstrate a growth in proficiency in ELA compared to previous academic school year
<p>ELA Short-Term Goal:</p> <ul style="list-style-type: none"> MS: Analysis of Data from district benchmarks to ensure ELA academic growth HS: Analysis of English I/II data from district benchmarks; Target specific teachers in need of support based on district data analysis feedback to ensure alignment to the academic growth
<p>Action Steps:</p> <p>MS:</p> <ul style="list-style-type: none"> Students strategically placed in IF/AE to ensure ELA deficiencies are targeted Weekly ILT (Data Reviewed, Student work in ELA) Identification of ELA teachers in need of extra support for coaching; special emphasis of intentional walk throughs for those teachers Support strategic teacher analysis of ELA Data Trackers that identify priority standards

HS:

- Students strategically placed in IF to ensure ELA deficiencies are targeted
- Instructional Focus Plan: 9th/10th = Financial Lit except students in need of RTI; 11th = ACT Prep; students are placed according to their ACT composite score - Face to Face teaching 2 days and 2 days on the AOP platform. 12th = placed according to need - ACT 18/19, Workkeys 17 & Below, CLEP for students who have met all other requirements
- Weekly ILT Held (Data Reviewed, Student work in ELA analyzed)
- Identification of ELA teachers in need of extra support for coaching; Special emphasis of intentional walk throughs for ELA teachers identified in ILT
- Support strategic teacher analysis of ELA Data Trackers that identify priority standards

Math Long-Term Goal:

- MS students will demonstrate growth in proficiency in Math compared to previous academic school year
- HS students will demonstrate growth in proficiency in Math compared to previous academic school year

Math Short-Term Goal:

- MS: Analysis of Data from Math district benchmarks to ensure students are “on track” to demonstrate growth compared to previous school year; Target specific Math teachers in need of support based on district data analysis feedback to ensure alignment to academic growth
- HS: Analysis of Data from Algebra I/Geometry district benchmarks to ensure students are “on track” to demonstrate growth compared to previous school year; Target specific Math teachers in need of support based on district data analysis feedback to ensure alignment to academic growth in Math

Action Steps:

MS:

- Students strategically placed in IF/AE to ensure Math academic deficiencies are targeted
- Weekly ILT (Data Reviewed, Student work in Math Analyzed)
- Identification of Math teachers in need of extra support for coaching; special emphasis of intentional walk throughs for those teachers
- Support strategic teacher analysis of Math Data Trackers that identify priority standards

HS:

- Students strategically placed in Math IF to ensure academic deficiencies are targeted
- Instructional Focus Plan: 9th/10th = Financial Lit except students in need of RTI; 11th = ACT Prep; students are placed according to their ACT composite score - Face to Face teaching 2 days and 2 days on the AOP platform. 12th = placed according to need - ACT 18/19, Workkeys 17 & Below, CLEP for students who have met all other requirements
- Weekly ILT Held (Data Reviewed, Student work in Math analyzed)
- Identification of teachers in need of extra support for coaching; Special emphasis of intentional walk throughs for teachers identified in ILT
- Support strategic teacher analysis of Math Data Trackers that identify priority standards

Science Long-Term Goal:

- MS students will demonstrate growth in proficiency in Science compared to previous

<p>academic school year</p> <ul style="list-style-type: none"> • HS students will demonstrate growth in proficiency in Biology compared to previous academic school year
<p>Science Short-Term Goal:</p> <ul style="list-style-type: none"> • MS: Analysis of Science Data from district benchmarks to ensure students are “on track” to demonstrate growth compared to previous school year; Target specific teachers in need of support based on district data analysis feedback to ensure alignment to academic growth • HS: Analysis of Biology Data from district benchmarks to ensure students are “on track” to demonstrate academic growth compared to previous academic school year; Target specific teachers in need of support based on district data analysis feedback to ensure alignment to academic growth
<p>Action Steps:</p> <p>MS:</p> <ul style="list-style-type: none"> • Students strategically placed in IF/AE to ensure Science deficiencies are targeted • Weekly ILT (Data Reviewed, Student work in Science Analyzed) • Identification of Science teachers in need of extra support for coaching; special emphasis of intentional walk throughs for those teachers • Support strategic teacher analysis of Data Trackers that identify priority standards <p>HS:</p> <ul style="list-style-type: none"> • Students strategically placed in IF to ensure Science deficiencies are targeted • Instructional Focus Plan: 9th/10th = Financial Lit except students in need of RTI; 11th = ACT Prep; students are placed according to their ACT composite score - Face to Face teaching 2 days and 2 days on the AOP platform. 12th = placed according to need - ACT 18/19, Workkeys 17 & Below, CLEP for students who have met all other requirements • Weekly ILT Held (Data Reviewed, Student work in Biology analyzed) • Identification of teachers in need of extra support for coaching; Special emphasis of intentional walk throughs for teachers identified in ILT
<p>Social Studies Long-Term Goal:</p> <ul style="list-style-type: none"> • MS students will demonstrate growth in proficiency in Social Studies compared to previous school year • HS students will demonstrate growth in proficiency in Social Studies compared to previous school year
<p>Social Studies Short-Term Goal:</p> <ul style="list-style-type: none"> • MS: Analysis of Social Studies Data from district benchmarks to ensure students are “on track” to demonstrate growth compared to previous school year; Target specific Social Studies teachers in need of support based on district data analysis feedback to ensure alignment to growth • HS: Analysis of US History/Civics Data from district benchmarks to ensure students are “on track” to demonstrate growth compared to previous school year; Target specific teachers in need of support based on district data analysis feedback to ensure alignment to academic growth
<p>Action Steps:</p> <p>MS:</p> <ul style="list-style-type: none"> • Students strategically placed in IF/AE to ensure Science deficiencies are targeted • Weekly ILT (Data Reviewed, Student work in Social Studies Analyzed) • Identification of teachers in need of extra support for coaching; special emphasis of intentional walk throughs for those teachers • Support strategic teacher analysis of Data Trackers that identify priority standards

HS:

- Students strategically placed in IF to ensure Social Studies academic deficiencies are targeted
- Instructional Focus Plan: 9th/10th = Financial Lit except students in need of RTI; 11th = ACT Prep; students are placed according to their ACT composite score - Face to Face teaching 2 days and 2 days on the AOP platform. 12th = placed according to need - ACT 18/19, Workkeys 17 & Below, CLEP for students who have met all other requirements
- Weekly ILT Held (Data Reviewed, Student work in Civics/US History analyzed)
- Identification of teachers in need of extra support for coaching; Special emphasis of intentional walk throughs for teachers identified in ILT

Discipline Long-Term Goal:

- Decrease the Total Office Discipline Referrals (23-24 1072; 24-25 1416)

Discipline Short-Term Goal:

- Utilize PBIS/MTSS to promote positive behaviors. Target progressive behaviors per 9 week period.

Action Steps:

- Utilize historical data to determine problematic behaviors, times and locations.
- Develop a proactive approach to these.
- Review data per 9 week period.

Thrive Goal & Plans

Long-Term Goal:

- Utilize Data Tracker to ensure an increase in percentage of students in the National Exam Category (ACT/Workkeys) and an increase in the Accelerator Category

Short-Term Goal:

- Monthly meetings with students who are currently in need of earning CLEP, DE, AP

Action Steps:

- Weekly ILT to analyze students who need targeting for ACT/Workkeys
- Check Ins with Students Eligible for the University Accelerator component that are still in need of DE and/or 3 AP courses
- Continue to target students who could pass 3 or more CLEP (Complete Modern States on students who previously scored a 1 or a 2 on AP)