



SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

2026 - 2027

School Name: Arnaudville Middle School

School Principal Name: Mary R. Miller

Grade Configuration: 5-8

School Address: 120 W. Railroad Ave.

Table of Contents

District Vision, Mission, & Priorities	3
School Vision and Mission	4
District Assurance	5
Contact Information	6
Faculty Assurance	8
Louisiana's Goals and Priorities	11
Data Types	12
Comprehensive Needs Assessment	13
Action Plan	18
CORE ACADEMICS - ELA	19
CORE ACADEMICS - Mathematics	22
CORE ACADEMICS – Science	25
CORE ACADEMICS – Social Studies	28
Non-CORE Academics	31
PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics	34
MULTI-TIERED SYSTEM OF SUPPORT	35
PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics	38
Instruction by Certified Teachers – Certified Teacher Recruitment	39
Transition to Next Level School Programs	40

District Vision & Mission

Vision Statement: The St. Landry Parish School Board will promote excellence in education for all citizens.

Mission Statement: The mission of the St. Landry Parish School Board is to ensure high quality instruction while working collaboratively with families and communities to maximize every student's potential.



Priorities

- **Student Achievement:** We will ensure every child maximizes their educational and personal potential by supporting families and students from cradle to career.
- **Exemplary Customer Service:** We will provide all stakeholders with caring, responsive, and inclusive experiences with the district.
- **Operational Excellence:** We will be responsible stewards of community resources for the achievement of district priorities.

- **Employee Development:** We will develop and provide opportunities for all employees in ways that help them grow and feel valued.

School Vision & Mission

Vision Statement:

We aim to inspire and empower students to excel both academically and socially while preparing them to be productive citizens and future leaders.

Mission Statement:

Teachers Teach, Students Learn, Together We Grow.



District Assurance

- The plan was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed during a one-year period, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school's participation in Title I, except that the school will regularly monitor and revise the plan as necessary
- The plan is available to the LEA, parents, and the public in an understandable and uniform format.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.
 - (Component 1): Comprehensive Needs Assessment
 - (Component 2): Evidence-Based Strategies
 - (Component 3): High Quality and On-going Professional Development
 - (Component 4): Strategies to Increase Parent and Family Engagement
 - (Component 5): Early Childhood Transition
 - (Component 6): Teachers Participate in Decision
 - (Component 7): Timely Assistance and Interventions
 - (Component 8): Coordination and Integration of Federal, State, and Local Services and Programs
 - (Component 9): Teacher Recruitment and Retention
- I further certify that the information in this assurance is true and correct to the best of my knowledge.

Principal Mary R. Miller	Date
Principal Supervisor Jerome Robinson	Date

CONTACT INFORMATION

School-wide School Improvement Chairperson: Ory Hebert

School-wide School Improvement Committee Members

(Representatives should include Administrators, Parents (*cannot be employees of the school*), Community Members, Teachers, Students, School Staff, etc.)

It is highly recommended that more than one parent is part of the committee. This will help to ensure that at least one parent is at each meeting.

Name	Position
Mary R. Miller	Principal
Ory Hebert	Chair/Assistant Principal
Kassi Dupré	Learning Center Teacher
Keisha Mallet	ELA Lead Teacher
Lori Speyrer	Lead Science Teacher
Danielle Ducote	Lead ESS teacher
Katlyn Gaspard	3rd Grade Teacher
Andrea Doucet	2nd Grade Teacher
Ryan Courville	Parent
Amelia Ortego	Parent
Marsha Smith	Parent
Katherine Stelly	Lead SS teacher

School Profile

Check where applicable:

- ☐ School is in School Improvement
 - ☐ Academically Unacceptable Schools – Year 1
 - ☐ Academically Unacceptable Schools – Year 2
 - ☐ Academically Unacceptable Schools – Year 3
 - ☐ Academically Unacceptable Schools – Year 4
 - ☐ School-wide Title I School
 - ☐ Non-Title I School
- Comprehensive Intervention Required (CIR)
 - Urgent Intervention Required (UIR)
 - UIR - Academic
 - UIR – Discipline

School Partnerships

(Type the name of each partner in the spaces provided)

University	University of Louisiana at Lafayette
Technical Institute	SLCC-T. H. Harris campus
Feeder School(s)	NA
Community	La Bon Voisin-Nonprofit; Arnaudville Police, Arnaudville VFW
Business/Industry	Russell's food Center, Little Big Cup, Courtney's Thriftyway, Washington State Bank
Private Grants	
Other	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
	Mary R. Miller	Principal	Mary R. Miller
	Ory Hebert	Assistant Principal	Ory Hebert
	Michele Thibodeaux	Assistant Principal	Michele Thibodeaux
	Kassi Dupre	LC Tacher	Kassi Dupre
	Cameron Arnaud	1st ELA/SS	Cameron Arnaud
	Diane Andrus	1st Math/Science	Diane Andrus
	Nicole Arena	2nd ELA/SS	Nicole Arena
	Andrea Doucet	2nd Math/Science	Andrea Doucet
	Terri Viator	3rd ELA/SS	Terri Viator
	Katelyn Gaspard	3rd Math/Science	Katelyn Gaspard
	Amy Watts	4,5,6 Social Studies	Amy Watts
	Lori Speyrer	4,5,6 Science	Lori Speyrer
	Keisha Mallet	4 & 5 ELA	Keisha Mallet
	Makayla Thornton	4 & 5 Math	Makayla Thornton
	Claire Morgan	4 & 6 Math	Claire Morgan
	Renee Martin	4 & 6 ELA	Renee Martin
	Gabrielle Meche	7 Math	Gabrielle Meche
	Kelsie Halphen	7 ELA	Kelsie Halphen

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
	Bailey Guidry	7 & 8 Science	Bailey Guidry
	Jonathon Harris	8 ELA	Jonathon Harris
	Katherine Stelly	7 & 8 Social Studies	Katherine Stelly
	Lacey Ardoin	8th Math	Lacey Ardoin
	Mackenzie Lanclos	1-8 PE	Mackenzie Lanclos
	Rico Meche	1-8 PE	Rico Meche
	Audrey Primeaux	1-4 ESS	Audrey Primeaux
	Danielle Ducote	5-8 ESS	Danielle Ducote
	Natasha Price	LEAP Connect	Natasha Price
	Lisa Huval	Paraprofessional	Lisa Huval
	Kim Guidroz	Paraprofessional	Kim Guidroz
	Colleen Arnaud	Computer lab facilitator	Colleen Arnaud
	Candice Guidroz	Paraprofessional	Candice Guidroz
	Holly Wyble	Paraprofessional	Holly Wyble
	Cody Daughertee	Band Teacher	Cody Daughertee

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE

Louisiana's Goals and Priorities

Educational Priorities

- Ensure every student is on track to a professional career, college degree, or service.
- Remove barriers and create equitable, inclusive learning experiences for all children.
- Provide the highest quality teaching and learning environment.
- Develop and retain a diverse, highly effective educator workforce.
- Cultivate high-impact systems, structures, and partnerships.

Six Critical Goals

- Students enter kindergarten ready.
- Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.
- Students will graduate on time.
- Students will graduate with a college and/or career credential.
- Students will graduate eligible for a TOPS award.

Louisiana Believes:

- Children are our highest priority
- Families are our partners
- Educators are valued professionals
- Graduates must be ready
- Equity matters
- Choice expands opportunities
- Schools are invaluable to communities
- Our future is bright

Data Portfolio: Component 1

Data Types

The types of data in the table should make up the Data Portfolio housed at the school. **NOTE:** Examples of each data type are provided. Other data sources may be utilized.

Stakeholder	Cognitive	Attitudinal	Behavioral	Archival/Contextual
Administrators		- Administrator Questionnaires - Administrator Interviews		Demographics
Teachers		- Teacher Focus Groups - Teacher Surveys - Teacher Interviews	- Classroom Observations - Walkthroughs - Attendance Rate	Demographics
Students	- LEAP 2025 - DIBELS 8 - DRDP-K - iREADY Diagnostics - Accelerated Reader - ELPT - LEAP Connect	- Student Surveys - Student Focus Groups - Student Interviews	- Classroom Observations - Walkthroughs - Discipline Rates - Attendance Rates	- School Report Cards - Demographics - Subgroup Components - Climate Surveys
Parents		- Parent Survey - Parent Focus Group - Parent Interviews	Attendance Rates (school participation)	Demographics

ESSA Schoolwide Plan Requirement 1: Conduct a Comprehensive Needs Assessment (CNA)

Comprehensive Needs Assessment

SY 2026 - 2027 Schoolwide Planning

- Strengths are derived from cognitive student data: the “**what**.” Strengths determine areas of focus – lead to goals and objectives.
- Contributing Factors are derived from specific cognitive student data, and all attitudinal, behavioral, and archival data: the “**why**.” Contributing Factors determine selected strategies – lead to specific implementation activities (the Action Plan).
- The comprehensive needs assessment should present data from sources that include administrators, teachers, students, and parents.

Part 1: STRENGTHS

Rank-order the identified **areas of strength** (3-5) from the cognitive data (student performance):

STRENGTHS	DATA SOURCE/INSTRUMENT
1. Kindergarten EOY Data showed 58.4 % students at or above benchmark	DIBELS EOY
2. 43% of 3rd graders scored on or above level	DIBELS EOY
3. 5th grade performance on LEAP test all subjects overall growth of 12.75 points	LEAP Assessment
4. 6th Grade math scores gain of 12 points-55% students proficient	LEAP Assessment
5. 4th Grade ELA Scores 46% students were proficient	LEAP Assessment

Contributing Factors to Strengths based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival/contextual data of the previously identified strengths:

Contributing Factor #1: Literary skills were being taught with fidelity in K and 3rd grade

Instrument(s): DIBELS EOY

Data Type:

1. Cognitive
2. Cognitive
3. Cognitive

(** note this data is from GCES, no access to other types of data as the school closed)

Findings

1. 58% of Kindergarten students scored on and above level DIBELS assessment.
2. 28% of Kindergarten students scored above level DIBELS assessment.
3. 43% of 3rd graders scored on and above level DIBELS assessment.

Contributing Factor #2: More exposure to LEAP-like questions, Better alignment between curriculum pacing and state standards.

Instrument(s): LEAP 2025, walkthroughs and observations, JCampus, PLC sign in sheets and notes

Data Type:

1. Cognitive Data/Contextual
2. Behavioral
3. Attitudinal

Findings

1. Overall 5th grade grew from the previous year 12.5 points
2. Attendance rate of teachers according to JCampus is 95%
3. 100% of teachers participate in PLC's to plan for the use of TIER I Curriculum, look at data and student work.

Contributing Factor #3: Teaching curriculum with fidelity and strict adherence to instructional times

Instrument(s): Spring LEAP 2026, Walkthroughs, school report card

Data Type:

1. Archival
2. Cognitive
3. Behavioral

Findings

1. Spring 2025 Math scores 40% of students proficient
2. Spring 2026 math scores 55 % students proficient
3. Walkthrough data confirmed math curriculum fidelity and consistent instructional time

Comprehensive Needs Assessment

SY 2026 - 2027 Schoolwide Planning

Part 2: WEAKNESSES

- Weaknesses are derived from cognitive student data: the “**what**.” Weaknesses determine areas of focus – lead to goals and objectives.
- Contributing Factors are derived from specific cognitive student data, and all attitudinal, behavioral, and archival data: the “**why**.” Contributing Factors determine selected strategies – lead to specific implementation activities (the Action Plan).
- The comprehensive needs assessment should present data from sources that include administrators, teachers, students, and parents.

Rank-order the identified **areas of weakness** (3-5) from the cognitive data (student performance):

WEAKNESSES	DATA SOURCE/INSTRUMENT
1. 3rd grade LEAP test scores overall were down 40 points	LEAP 2026 Report
2. Writing performance in grades 3-8	LEAP 2026 Report
3. Informational texts Grades 3-8	LEAP 2026 Report
4. Declining 8th grade LEAP scores	LEAP 2026 Report
5. 63% of grade 1 & 2 students not proficient	DIBELS Report

Contributing Factors to Weaknesses based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival/contextual data of the previously identified strengths:

Contributing Factor #1: Grand Coteau was not implementing Tier 1 Curriculum with fidelity in each of the subject content areas and did not provide an environment conducive to learning

Instrument(s): LEAP 2026 Report, DIBELS EOY Report

Data Type:

1. Cognitive
2. Cognitive
3. Attitudinal

(** note this data is from GCES, no access to other types of data as the school closed)

Findings

1. 74% of 3rd grade students did not achieve proficiency on the ELA LEAP 2026 Spring Assessment. 79% of 3rd grade students Over 91% of 3rd grade students did not achieve proficiency on the SCIENCE & SOCIAL STUDIES LEAP 2026 Spring Assessment.
2. More than 62% of 1st and 2nd grade students are below benchmark for DIBELS EOY assessment.
3. Parent Survey reflected that several parents did not feel comfortable talking to someone at the school about academics/curriculum. Instructional Staff Survey reflected inconsistent student discipline & behavior management systems that delayed prompt response and disrupted instruction and planning periods.

Contributing Factor #2: Students lack interpretation skills when writing.

Instrument(s): LEAP 2025, PLC summary and sign in sheets, School report card

Data Type:

1. Cognitive
2. Attitudinal
3. Archival

Findings

1. LEAP 2025 spring 2026 82.33 % of our students in grades 3- 8 are below proficient
2. Teacher feedback during PLC's reveal students are apathetic when it comes to writing.
3. Spring LEAP 2025 results 54% of students were proficient in writing 2026 result-25 % proficient

Contributing Factor #3: Students lack understanding informational text because of lack of background knowledge, Middle School intensification for 8th grade

Instrument(s): LEAP 2026 spring result, School report card

Data Type:

Findings

1. Cognitive
2. Archival
3. Teacher interviews

1. LEAP 2025 60.4 % of our students in grades 3,4 & 8 were below proficient
2. Drop in 8th grade overall proficiency from 47% to 42.5
3. Teacher's expressed 8th graders are disengaged

Plan to Accomplish Student Achievement Goals

As you prepare to complete your school's Action Plan steps for each content area, keep the following in mind:

- What multiple measures of assessments will be used that will provide authentic assessment of students' achievement, skills, and competencies?
- What research did you review to support the use of this strategy and action plan?
- What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action?
- How has the school integrated its available fiscal resources to support this strategy and action steps?
- How will each activity be monitored to ensure successful implementation of this strategy/action?
- How will we know that the activity has achieved its desired impact on student achievement?
- How will the school involve parents in the content area to increase student achievement?

Action Plan

Title I Schoolwide Program Components: 1, 2, 3, 4, 6, 7, 8

ESSA Schoolwide Plan Requirements 2 and 3

Core Academics: ELA, Math, Science, Social Studies

Weaknesses:	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. <u>List weaknesses for each Core Academic area and the subgroups.</u> ELA: The overall weakness in English Language Arts is in reading fluency and comprehension due to a lack of phonemic awareness skills (decoding) and writing performance. Math: The overall weakness in Math is solving problems of operations. Science: The overall weakness in Science is the ability to reason scientifically and evaluate investigations. Social Studies: The overall weakness in Social Studies is the ability to use sources and draw conclusions about an event in history.
Objectives:	An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. <u>Identify objectives for each Core Academic area and the subgroups.</u> 50% of students will grow 3-5% on the end-of-year DIBELS Literacy Screener. 50% of students will Achieve Mastery or Above on the LEAP 2027 Assessment for math 50% of students will achieve Mastery or Above in writing performance on the LEAP 2027 Assessment for ELA. 50% of students will achieve Mastery or Above on the LEAP 2027 Assessment for Science and Social Studies. ELA LEAP 2027 Assessment School Average will increase by <u>8</u> points. Math LEAP 2027 Assessment School Average will increase by <u>5</u> points. Science LEAP 2027 Assessment School Average will increase by <u>5</u> points. Social Studies LEAP 2027 Assessment School Average will increase by <u>7</u> points.

Evidence-Based Strategies:	☒ Data-Driven Decision Making	☒ Response to Intervention	☐ Job-Embedded PD	☒ Technology Integration	☐ Other:

CORE ACADEMICS - ELA	Tier 1 Resources:	K-4 Core Knowledge Language Arts (CKLA)	
		Amount of time to be devoted daily to foundational literacy skills: -1st Grade: <u>120</u> minutes -3rd Grade: <u>120</u> minutes -2nd Grade: <u>120</u> minutes -4th Grade: <u>120</u> minutes CKLA/Saavas/IXL/AR/Star/Flocabulary	
☒ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development

Historical Data Trends:

School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2026
ELA Trends	Proficiency (Mastery & Above) 3rd Grade: 42% 4th Grade: 36% 5th Grade: 50% 6th Grade: 51% 7th Grade: 52% 8th Grade: 51%	Proficiency (Mastery & Above) 3rd Grade: 39% 4th Grade: 38% 5th Grade: 53% 6th Grade: 42% 7th Grade: 45% 8th Grade: 51%	Proficiency (Mastery & Above) 3rd Grade: 27% 4th Grade: 46% 5th Grade: 51% 6th Grade: 37% 7th Grade: 44% 8th Grade: 41% DIBELS 2025-2026 EOY Data At or Above Benchmark Performance: Grade K: 24% Grade 1: 39% Grade 2: 38% Grade 3: 38%
Subgroup Trends	Proficiency (Mastery & Above) 5-38% 6-0 7-25% 8-0	Proficiency (Mastery & Above) 5-17% 6-11% 7-0 8-11%	Proficiency (Mastery & Above) 3-14% 4-0 5-25% 6-0 7-18% 8-0

AMBITION

- Based upon your data trends, what is the area of focus?
- What is the LADOE target? [Link to LDOE Data Library](#) [Louisiana School Finder](#)

- Based upon the data trends, state target, and student learning needs, what is the SMARTE Goal Worksheet for this year? - Using the SMART E Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?		
Focus Area #1: ELA	To improve students ability to demonstrate reading comprehension in literary and informational text. To improve students writing ability and increase proficiency by 75% To improve students DIBELS scores by 42%	
LADOE Target(s)/Standard(s):	Proficiency increase 3rd grade-27%-40% 7th Grade-44%-50% Overall proficiency increase 4th Grade 46%-50% 8th Grade-41%-50% 41%-50% 5th Grade 51%-55% 6th Grade 37%-50%	
SMART E Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By the end of the 2026-2027 school year, overall student proficiency across grades 3-8 will increase from 41% to 50% as measured by the Louisiana LEAP assessment, and the percentage of students scoring at or above benchmark on DIBELS will increase from 18% BOY to 50% MOY to 90% EOY 2027. Through targeted literacy interventions, protected instructional time, and data-driven instruction monitored through weekly or monthly progress monitoring and weekly walkthrough observations.	
Benchmark Goals:	BOY Benchmark Goal	
	- Use data from Saavas Momentum to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide detailed instructional priorities and classroom resources to support differentiated instruction.(Grades 5-8) - Use Data from BOY DIBELS Data to identify students that need intensive intervention (Grades 1-3) - Use Data from LEAP 2025 results to identify both 4th and 5th grades that require HDT - Use Accelerated Reader (fiction and nonfiction text) to increase students' independent reading levels and to increase students' reading stamina. (All grades)	

	MOY Benchmark Goal
	● Use Savaas Momentum data to provide individualized instruction for students who scored below grade level on any standard and emphasize areas of refinement through lessons as part of the Tier I curriculum (Grades 5-8) ● Use MClass progress monitoring and MOY DIBELS scores to adjust groups that need intensive intervention. ● Monitor Accelerated Reader goals and identify students who are not meeting them. ● Through grades and MOY benchmark test for all grades (concentrating on grades 4 & 5), determining if HDT needs to be adjusted. Also determine if there are areas that are deficient.
	EOY Benchmark Goal
	● Use the Savaas Momentum linking study to determine how students will score on the spring LEAP test and emphasize areas of refinement through lessons as part of the Tier I curriculum (Grades 5-8) ● Use MClass progress monitoring and EOY DIBELS scores to determine if students have met goals ● Using EOY tests for all grades, determine if students are on track to score proficient on LEAP test and identify areas in which ● Using Accelerated Reader and STAR reports, determine the percentage of students that met their goals.
<u>AFFIRMATION</u> ● Where have gains been made? What strategies were used? ● Who were the key individuals in achieving these gains? ● How will you leverage those individuals and strategies for continuous improvement this school year?	

Areas of Progress: The administration has prioritized weekly Professional Learning Communities (PLCs), Instructional Leadership Team (ILT) meetings, and job-embedded professional development. Departmental PLCs will regularly analyze student work to identify and address learning gaps. The ILT will oversee progress by reviewing Momentum and IXL data alongside student work to pinpoint areas of deficiency and track goal attainment. Instructional specialists will ensure the effective implementation of CER in classrooms. Additionally, our Accelerated Reader (AR) facilitator will oversee AR usage, which is mandatory for all ELA teachers. Targeted after-school tutoring will be provided to support students requiring additional assistance, with a focus on the lowest-performing

ANALYSIS

- What is the priority?
- What student learning problem needs to be addressed to attain the goal?
- What is the root cause of this student learning problem? What data supports this hypothesis?
- What is the student impact if you attain this goal?
- What professional learning is needed for administrators, teacher leaders, and teachers?

School's Priority: To engage students in a rigorous Tier 1 curriculum by consistently adhering to the pacing guide with fidelity. This approach will ensure students are well-prepared to excel on the spring assessments and successfully transition to the next grade level. In addition, Accelerated Reader will be implemented across all ELA classes to support literacy development.

Student Learning Problem: According to DIBELS 8: First Grade; Word Reading, Reading Accuracy and Reading Fluency, Grade 2: Word Reading, Reading Fluency and Basic comprehension, Grade 3: Decoding , Reading Accuracy and comprehension. According to LEAP Writing is a major area of concern

Root Cause & Supporting Data: Students find the language is hard to relate to; students lack confidence in their writing skills;limited exposure to diverse language (Student writing) Lack of practice reading at home to practice language skills.

Student Impact (Measurable Impact): To address these challenges, all students will receive grade-level Tier 1 instruction, with teachers supplementing grammar lessons as needed. Student progress will be regularly monitored through ongoing assessments to ensure targeted support and growth. MClass will be used to monitor students who are behind in the above student learning problems.

Educator Professional Learning Needs: will focus on job-embedded professional development in assessment strategies, designing engaging and meaningful lessons, and effective analysis of student work. Weekly Professional Learning Communities (PLCs) will provide collaborative opportunities to deepen these skills and promote continuous instructional improvement. Professional Development tailored to teachers needs especially in the area of CKLA and DIBELS will be provided.

ACTION STEPS

Actions Steps & Progress Indicators

Strategies to address Root Cause (Choose at least one to action plan)	Specific Activities	Person(s) Responsible	Timeline	Progress Indicators	Materials/Resources Funding Source and Cost
Instructional	All grade levels will focus on the following: • Citing text evidence • Grammar skills • Support for struggling students	ELA Teachers	Aug. 2026-May 2027	• At least 70% of students will reach goal by interim. • 100% of students will reach goal by Interim 2. • Reports from We will write	• District funded Savaas Curriculum. • We will write licenses TITLE I Funding \$1279.84
	After-school tutoring targeting the lowest 25% of students.	Tutors	Oct. 2026-May 2027		
	Use of IXL to support supplement skills for all students	ELA Teachers	Aug. 2026 May 2027	Use of IXLreports to monitor progress and track student success	• IXL Licenses grades 1-8 TITLE I Funding. \$8600.00
	Teachers in Grades 1-4 will focus on:				

	- Implementation of Tier 1 Curriculum (CKLA) across all grade levels - Teachers will incorporate technology across the curriculum to provide students with additional resources to be successful. - The administration and instructional specialists will conduct regular walkthroughs/observations to provide teachers with targeted feedback to improve instructional practices - Anchor charts/posters will be used to support instruction and to move the students towards achieving	Administration/ Instructional Specialists ELA Teachers	August 2026 May 2027 August 2026 May 2027 August 2026 May 2027	MClass Progress monitoring reports to track student progress	- District provided Amplify Curriculum Schoolwide TITLE I funded 7 Laptops-10,500.00 - District funded Bullseye Title I Funded : - Chart Paper Markers, sticky notes, paper clips, card stock \$1000.00
--	---	--	---	---	---

	success with lessons taught in class. They are also used as a classroom management tool for students to self-monitor their behavior by gently reminding them of expectations and routines. • Schoolwide use of Flocabulary in all areas. Use of Flocabulary to supplement curriculum to monitor student understanding in all areas • Use of Learning Center to give targeted assistance to students grades 1-4 who have scored non-proficient on DIBELS	ELA Teachers Principal Learning Center Teacher	August 2026- May 2027 August 2026- May 2027	Walkthroughs done with bullseyes to make sure anchor charts are in use Usage reports and number of lessons passed by students. Progress monitoring reports through MClass	• Paper for poster maker \$500.00 • Ink for poster maker \$500.00 • Laminating film \$500.00 • Flocabulary Licenses-TITLE I funded 2252.85 • District funded TITLE I teacher
--	---	--	---	--	--

					Title I funded: Printer ink \$1000.00
Cultural/ Behavioral	Schoolwide Use of Accelerated Reader and STAR Schoolwide use of Savvas diagnostic and interims. Schoolwide use of technology enhanced instruction To include but not limited to Chromebooks, Google Classroom, Smart Boards, Desktops, Laptops	Principal, ELA teachers ELA teacher, principal	August 2026 - May 2027 August 2026 - May 2027	- AR usage reports; - STAR test given 3 times during the school to monitor increase in reading level.	The following are funded by TITLEI - AR & STAR licenses-\$4500.00 - Library cards-\$600.00 - Ink to make Library cards 500.00 - Mice-\$469.62 - Earbuds-\$245.98 7 Laptops- 10,500.00
Operational	Weekly PLC's and/or grade level meetings focused on student	ELA teachers, Principal, ILT, Instructional	August 2026 - May 2027	Increased student engagement as	Supplies for meetings: (chart paper, sticky notes, pens, paper clips, card

	growth. To ensure effective implementation and continuous improvement of instructional priorities in ELA, D2i Data Platform to monitor student performance, track progress toward LEAP 2027 proficiency targets, and identify students requiring targeted interventions. The D2i Data Platform, organized according to Louisiana's school accountability framework, provides real-time access to district, school, and teacher-level data filtered by student demographics, grade level, subject, and performance indicators.	Specialist All Teachers and administrators	Sept. 2026-May 2027	evidenced by Bullseye walkthroughs; - Coaching plans and observation to support teachers - District PLC form; increase in student performance on assessments. - D2i Reports to identify students needing intervention	stock, chart paper, etc.)\$2,000 TITLE I funded D2i platform \$5000.00
--	---	--	----------------------------	--	--

DELETE INFO THAT DOES NOT APPLY.

Include assessment frequency in parenthesis behind each assessment.

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):

K-2: DRDP-K, DIBELS 8, Assessments Embedded in CKLA, iReady Diagnostics

3rd-5th: DIBELS 8, Louisiana Guidebooks iReady Diagnostics

6th -8th: Assessments Embedded in Louisiana Guidebooks and iReady Diagnostics, Savvas My Perspective

High School: Assessments Embedded in Louisiana Guidebooks and Savvas My Perspective, LEAP 360 Interims

CORE ACADEMICS - MATH	Tier 1 Resources: iReady / Zearn/ IXL/Flocabulary		
	☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence
☐ Employee Development			

Historical Data Trends:			
School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025
Math Trends	Proficiency (Mastery and Above) 3rd Grade: 34% 4th Grade: 36% 5th Grade:30% 6th Grade:51% 7th Grade:48%	Proficiency (Mastery and Above) 3rd Grade: 22% 4th Grade:38% 5th Grade:16% 6th Grade: 44% 7th Grade: 48%	Proficiency (Mastery and Above) 3rd Grade: 22% 4th Grade:39% 5th Grade: 38% 6th Grade: 55% 7th Grade:43%

	8th Grade:51%	8 th Gradd: 51%	8th Grade: 43%
Subgroup Trends	Proficiency (Mastery and above) 5 -5% 6 - 40% 7-0 8-0	Proficiency (Mastery & above) 4-14% 5 - 0 6 - 11% 7-60% 8-0	Proficiency (Mastery & above) 3-14% 4-0 5-25% 6-0 7-9% 8-25%
<u>AMBITION</u> - Based upon your data trends, what is the area of focus? - What is the LADOE target? Link to LDOE Data Library Louisiana School Finder - Based upon the data trends, state target, and student learning needs, what is the SMARTE Goal Worksheet for this year? - Using the SMART E Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?			
Focus Area #1: (Content or Skill)	Students will independently demonstrate their ability to effectively read, comprehend, calculate, and express their understanding of the Louisiana Student Standards of Mathematics.		
LADOE Target(s)/Standard(s):	Increase student proficiency on the math portion of the LEAP 2025 spring assessment from 3rd-22% to 25% 7th-43% to 50% 4th-39% to 49% 8th-43% to 50% 5th-38% to 48% 6th-55% to 60% The average student proficiency of all grades 3-8 will increase from 40% to 50%		
SMART E Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By the end of the 2026-2027 school year, overall student proficiency across grades 3-8 will increase from 40% to 50% as measured by the Louisiana LEAP assessment. Through targeted		

	literacy interventions, protected instructional time, and data-driven instruction monitored through weekly or monthly progress monitoring and weekly walkthrough observations.
Benchmark Goals:	BOY Benchmark Goal
	- By the end of the first quarter (October 31, 2026), all students in grades 1-8 will demonstrate active engagement with Ready Math Tier I curriculum supplemented by Zearn digital practice, showing foundational progress toward mastery of Louisiana Student Standards for Mathematics (LSSM) through integrated use of both instructional resources. - Use of Louisiana Numeracy will be used to determine students needing extra support in math grades 1 & 2.
	MOY Benchmark Goal
	- By the end of the third quarter (March 31, 2027), all students in grades 1-8 will demonstrate consistent engagement and measurable growth with Ready Math Tier I curriculum supplemented by Zearn digital practice, showing progress toward grade-level mastery of Louisiana Student Standards for Mathematics (LSSM) and readiness for LEAP 2025 assessments through strategic integration of both instructional resources. 75% of students in Grade 1-3 will reach grade-level proficiency on MOY KITE testing.
	EOY Benchmark Goal
	By the end of the school year (May 30, 2027), all students in grades 1-8 will demonstrate mastery-level engagement with Ready Math Tier I curriculum supplemented by Zearn digital practice, showing measurable growth toward grade-level mastery of Louisiana Student Standards for Mathematics (LSSM),

readiness for grade-level promotion, and strong performance on LEAP 2025 assessments through integrated use of both instructional resources.

- 90 % of Students in grades 1-3 taking the EOY KITE test will reach grade-level proficiency.

AFFIRMATION

- Where have gains been made? What strategies were used?
- Who were the key individuals in achieving these gains?
- How will you leverage those individuals and strategies for continuous improvement this school year?

Areas of Progress: Gains may have been achieved through strategies such as targeting struggling students, using data to inform instruction, integrating technology, and incorporating student voice and choice in learning. Key individuals for success include math teachers, administrators, and parents. To further improve, they recommend collaborative planning, professional development, involving students, and building partnerships with parents through communication and updates on progress.

ANALYSIS

- What is the priority?
- What student learning problem needs to be addressed to attain the goal?
- What is the root cause of this student learning problem? What data supports this hypothesis?
- What is the student impact if you attain this goal?
- What professional learning is needed for administrators, teacher leaders, and teachers?

School's Priority: Grade 3, 59% of students are below basic; Grade 8 Mathematical practices, Grade 3, 4 & 5 Fractions

Student Learning Problem: Students across grades lack conceptual understanding — they memorize procedures without knowing why they work, cannot visualize math with models or representations, and struggle to apply skills to word problems or unfamiliar contexts. Foundational gaps cascade upward: Grade 3's weak number sense and operations (66% weak) prevent mastery of fractions in Grades 4-5 (49-51% weak), which then undermines ratio, proportion, and algebraic reasoning in middle school. Students cannot reason, explain, or persevere — they give up on non-routine problems, cannot justify their thinking, and lack the mathematical discourse skills needed to analyze, critique, or communicate solutions.

Root Cause & Supporting Data: Root Cause 1: Premature abstract instruction without conceptual foundation — Grade 4 shows 49% weak in modeling fractions despite 39% strong in computation, and Grade 5 has 51% weak in solving fraction problems despite 49% strong in operations, proving students memorize procedures without understanding. Root Cause 2: Insufficient mathematical reasoning instruction across all grades — reasoning/practices weaknesses appear at every level (Grade 3: 54% weak, Grade 7: 30% weak, Grade 8: 45% weak), indicating students are rarely asked to explain, justify, or apply mathematics. Root Cause 3: Systemic instructional crises at Grade 3 and Grade 8 — Grade 3 with 0% advanced and 59% below basic, while Grade 8 has 43% below basic with 45% weak in mathematical practices.

Student Impact (Measurable Impact): 59% of Grade 3 students and 43% of Grade 8 students are below basic, meaning they cannot perform grade-level mathematics and are at high risk of failure in subsequent grades and high school. Two-thirds of students in Grades 3-5 cannot solve fraction problems (Grade 3: 66% weak in multiplication foundations, Grade 4: 49% weak in modeling fractions, Grade 5: 51% weak in solving fraction problems), creating a three-year gap that undermines all future work with ratios, proportions, percents, and algebra. Only 24% of students school-wide demonstrate strong mathematical reasoning (averaging across grades with 30-54% weak in reasoning/practices), meaning three-quarters of students cannot explain their thinking, solve non-routine problems, or apply mathematics to real-world situations — critical skills for college and career readiness.

Educator Professional Learning Needs: All teachers in Grades 3-8 require professional development in facilitating mathematical discourse and reasoning, including Number Talks, think-alouds, sentence frames for justification, and scoring student explanations, since 30-54% of students are weak in reasoning across every grade level

ACTION STEPS
Actions Steps & Progress Indicators

Strategies to address Root Cause (Choose at least one to action plan)	Specific Activities	Person(s) Responsible	Timeline	Progress Indicators	Materials/Resources Funding Source and Cost
Instructional	Focused instruction in all grade levels on: - Mathematical discourse - Mathematical comprehension	Math Teachers	August 2026-May 2027	Usage report from ZEARN	District funded IReady

	● Accurate computation Support struggling students through after school tutoring targeting the lowest 25% Schoolwide use of Flocabulary to supplement curriculum to monitor student understanding of math concepts Schoolwide use of technology enhanced instruction To include but not limited to Chromebooks, Google Classroom, Smart Boards, Desktops, Laptops Teachers will continue to implement the Tier 1, Ready Math curriculum, with	After School tutors Math teachers/Administration Math Teachers Math Teachers	October 2026-May 2027 August 2026-May 2027 August 2026-May 2027 August 2026-May 2027	Collaboration logs between tutor and teachers IXL reports Flocabulary reports/teacher usage/ student usage and pass/fail rate Bullseye walkthroughs Walkthroughs and observations	● TITLE I district funded tutoring Learning beyond the bell ● Title I funded IXL 8600.00 ● Flocabulary license Title I funded-2252.85 Shool Title I funded: ● Laptops-\$10,500 ● 4 Function calculators-360.00 ● 20 TI 30xs Calculators-\$500.00 ● 3 hovercams 900.00 ● Title I funded instructional materials for teachers: Ink
--	---	--	--	---	---

	fidelity. In addition, they will follow the district pacing guide. Teachers will incorporate regular fact fluency checks to increase student proficiency with basic computation. Use of Learning Center to give targeted assistance to students grades 1-4 who have scored non-proficient on KITE	Math Teachers	August 2026-May 2027	Walkthroughs and observations	pens, Pencils, timers, headphones- \$2000.00 Riso Masters and ink to make copies for students to practice fluency Title I funded \$500.00
		Learning Center teacher	August 2026-May 2027	Progress monitoring reports	Title I funded Ink for printer \$400.00
Cultural/ Behavioral	School wide "3 read protocol" every day in class	Math Teachers	August 2026-May 2027	Walkthroughs and student work	
	Teachers in grades 1-8 will implement Ready	Math Teachers		Walkthroughs and Zearn usage reports	School Title I funded: Earbuds and Headphones, mice- \$2000.00

	Mathematics with the Zearn digital component to provide coherent, research-based instruction emphasizing conceptual understanding, visual models, and mathematical reasoning aligned to Louisiana standards		August 2026-May 2027		
Operational	Weekly PLCs focused on student engagement, formative assessment, and student work.	ILT Team Principal, Asst. Principal, Math Teachers; ILT	August 2026-May 2027	1. Enhanced Teacher Collaboration: Operational progress will be monitored through Professional Learning Community (PLC) documentation, including meeting forms and sign-in sheets, alongside evidence from formative assessments and samples of student work. 2. Improved Student Engagement: Student engagement levels will be assessed	Stipend for ILT Members as meetings are held after school School Title I funded 6 members @\$39.00 per/hr plus benefits \$2000.00

				classroom walkthroughs, and systematic teacher observations to ensure active participation and effective instructional practices. 3. Teacher Self-Reflection Practices: Teachers will regularly engage in self-reflection activities, with insights shared and analyzed during PLC meetings to promote continuous professional growth and instructional improvement. 4. Utilization of IXL Data: Student progress and mastery will be tracked and analyzed through	School Title I funded IXL licenses \$8600.00
--	--	--	--	---	---

	D2i Data platform will be used to track student performance in priority math content areas.	Math teacher, ILT Administration	Sept. 2026- May 2027	IXL data reports to inform targeted instruction and monitor academic growth. PLC's agenda, D2i reports.	TITLE I funded D2i platform \$5000.00
DELETE INFO THAT DOES NOT APPLY. Include assessment frequency in parenthesis behind each assessment.					

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):

K-2 Assessments Embedded in iReady Classroom Mathematics, iReady Diagnostics

3rd-8 Assessments Embedded in iReady Classroom mathematics, iReady Diagnostics

High School: Assessments Embedded in Savvas Envision AGA

CORE ACADEMICS - SCIENCE		Tier 1 Resources: Amplify	
☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development

Historical Data Trends:			
School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025
Science Trends	Proficiency (Mastery and Above) 3rd Grade: 30% 4th Grade: 32% 5th Grade: 30% 6th Grade: 51% 7th Grade: 48% 8th Grade: 51%	Proficiency (Mastery and Above) 3rd Grade: 4% 4th Grade: 29% 5th Grade: 16% 6th Grade: 44% 7th Grade: 48% 8th Grade: 51%	Proficiency (Mastery and Above) 3rd Grade: 9% 4th Grade: 37% 5th Grade: 56% 6th Grade: 22% 7th Grade: 28% 8th Grade: 35%
Subgroup Trends	Proficiency (Mastery and above) 4-17% 5 -5%	Proficiency (Mastery and above) 4-14% 5 -5%	Proficiency (Mastery and above) 3-14% 4-0

	6 - 40% 7-0 8-0	6 - 40% 7-0 8-0	5-50% 6-0 7-9% 8-25%
<u>AMBITION</u> - Based upon your data trends, what is the area of focus? - What is the LADOE target? Link to LDOE Data Library Louisiana School Finder - Based upon the data trends, state target, and student learning needs, what is the SMARTER Goal Worksheet for this year? - Using the SMARTER Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?			
Focus Area #1: (Content or Skill)		All science instruction must shift from textbook-based content delivery to hands-on, inquiry-based learning where students practice the scientific method, analyze real data, and solve authentic problems through weekly labs and phenomena-based investigations. All science instruction must shift from textbook-based content delivery to hands-on, inquiry-based learning where students practice the scientific method, analyze real data, and solve authentic problems through weekly labs and phenomena-based investigations. Louisiana's science standards emphasize Science and Engineering Practices that align directly with the Investigate, Evaluate, and Reason Scientifically categories where students are weakest.	
LADOE Target(s)/Standard(s):		Increase student proficiency on the Science portion of the LEAP 2025 assessment from: 9% to 15% in 3rd grade 37% to 43% in 4th Grade 56% to 62% in 5th grade 22% to 30% in 6th grade 28% to 38% in 7th grade 35% to 40% in 8th grade The average proficiency of all students grades 6-8 will increase from 31% to 36%	

SMART Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By May 2027, student proficiency (Mastery + Advanced) on the Louisiana LEAP Science assessment will increase school-wide through implementation of weekly hands-on inquiry labs (minimum 2 per week), phenomena-based curriculum adoption, and targeted interventions for struggling students. Proficiency targets by grade: Grade 3 from 32% to 40%, Grade 4 from 37% to 43%, Grade 5 from 56% to 62%, Grade 6 from 20% to 30%, Grade 7 from 28% to 38%, Grade 8 from 41% to 50%, with middle school average (grades 6-8) increasing from 30% to 39%. Progress monitored through monthly science walkthroughs, quarterly benchmark assessments, and mid-year diagnostic testing (January 2027) with data-driven reteaching for students scoring below 70%.
Benchmark Goals:	BOY Benchmark Goal
	By December 2026 (end of first semester), 50% of students in grades 3-8 will score proficient or above on the fall science benchmark assessment, demonstrating mastery of Science and Engineering Practices (Investigate, Evaluate, Reason Scientifically) aligned to Louisiana LEAP standards, representing a 19 percentage point increase from the 2026 LEAP baseline proficiency of 31%.
	MOY Benchmark Goal
	By March 2027, 60% of students in grades 3-8 will score proficient or above on the mid-year science benchmark assessment, demonstrating growth in Science and Engineering Practices aligned to Louisiana LEAP standards, representing a 10 percentage point increase from the December 2026 BOY benchmark (50%) and a 29 percentage point increase from the 2026 LEAP baseline (31%).
	EOY Benchmark Goal
	By May 2027, student proficiency (Mastery + Advanced) on the Louisiana LEAP Science assessment will meet grade-level targets: Grade 3: 40%, Grade 4: 43%, Grade 5: 62%, Grade 6: 30%, Grade 7: 38%, Grade 8: 50%, with an overall school average of 44% across grades 3-8, representing a 13 percentage point increase from the 2026 LEAP baseline (31%).

AFFIRMATION

- Where have gains been made? What strategies were used?
- Who were the key individuals in achieving these gains?
- How will you leverage those individuals and strategies for continuous improvement this school year?

Areas of Progress: The master schedule has been structured to provide dedicated content-level planning time once per week. Weekly Professional Learning Communities (PLCs), Instructional Leadership Team (ILT) meetings, and job-embedded professional development opportunities have been prioritized by administration. Teacher collaboration during common planning time is now focused on analyzing student work to identify and address learning gaps effectively.

ANALYSIS

- What is the priority?
- What student learning problem needs to be addressed to attain the goal?
- What is the root cause of this student learning problem? What data supports this hypothesis?
- What is the student impact if you attain this goal?
- What professional learning is needed for administrators, teacher leaders, and teachers?

School's Priority: The school's top priority in science is to shift from textbook-based content memorization to hands-on, inquiry-based instruction where all students in grades 3-8 engage in weekly investigations that develop the Science and Engineering Practices—Investigate, Evaluate, and Reason Scientifically—the three critical skill areas where students consistently demonstrate weakness (39-56% weak across all grades)

Student Learning Problem: Students across all grades cannot *do* science—they lack the fundamental skills to investigate, analyze evidence, and reason scientifically, as demonstrated by consistent weakness in all three Science and Engineering Practices

Root Cause & Supporting Data: Science instruction has prioritized content coverage over skill development. Teachers have focused on teaching *about* science (vocabulary, facts, definitions) rather than teaching students to *be* scientists (ask questions, investigate, analyze evidence, construct explanations). Grade 5 has strong performance (56% proficient), likely due to hands-on elementary practices. Grade 6 catastrophic decline (20% proficient) suggests middle school abandons hands-on inquiry for textbook/lecture instruction. Weakness is consistent across ALL grades in process skills, not content knowledge

Student Impact (Measurable Impact): Three-quarters of students (average 75% across grades 3-8) cannot successfully perform basic scientific practices: they score weak or moderate in Investigate (designing experiments, collecting data), Evaluate (analyzing evidence, interpreting graphs), and Reason Scientifically (applying concepts to new problems), meaning only 1 in 4 students can independently conduct scientific inquiry, analyze data, and construct evidence-based explanations—critical skills required for high school science, STEM careers, and informed citizenship. This skills deficit results in 69% of students performing below proficient on LEAP Science (only 31% proficient school-wide)

Educator Professional Learning Needs: all teachers need monthly collaborative planning time to design common labs, analyze student work samples for evidence of scientific thinking, and use formative assessment data to adjust instruction and provide targeted interventions for struggling students.

ACTION STEPS

Actions Steps & Progress Indicators

Strategies to address Root Cause (Choose at least one to action plan)	Specific Activities	Person(s) Responsible	Timeline	Progress Indicators	Materials/Resources Funding Source and Cost
Instructional	Hands on science activities as outlined in the Tier I curriculum Amplify	Science Teachers Principal Science teacher	August 2026- May 2027	Lesson plans-annotation of science notes Bullseye walkthroughs and observations IXL reports	District funded Tier I curriculum District funded Bullseye program Title I Funded PIAUD to do walkthroughs \$155.00 TITLE I funded IXL \$8600.00
	Schoolwide use of Flocabulary in all areas. Use of Flocabulary to supplement	Science Teacher/Admin.	August 2026- May 2027	Flocabulary reports/ Teacher usage/student usage & passage rate	Flocabulary Licenses-TITLE I \$2000.00

	curriculum to monitor student understanding				
Cultural/ Behavioral	Use of the Tier I curriculum with fidelity to ensure an understanding of the science phenomenon being taught	Science Teachers Principal Science teacher	August 2026- May 2027	Lesson plans Bullseye walkthrough	District funded Bullseye walkthrough Program
Operational	Weekly PLC and job-embedded Professional development focus on student engagement and growth. Science process skills (Investigate,	ILT, Science teachers,	August 2026- May 2027	- Increased student engagement as evidenced through Bullseye walkthroughs. - Sample of student work will be reviewed at PLC's and ILT's which will indicate a deeper understanding of the science curriculum.	Title I funded instructional materials for teachers: Ink pens, Pencils, timers, headphones- \$2000.00

	Evaluate, Reason Scientifically) will be assessed quarterly with results uploaded to the D2i platform for analysis by grade and skill category.	ILT, Science teachers, Administration	Sept. 2026-May 2027	PLC agenda, D2i reports	TITLE I funded D2i platform \$5000.00
DELETE INFO THAT DOES NOT APPLY. Include assessment frequency in parenthesis behind each assessment. Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): Grades K – 8 Embedded Assessments in Amplify Science High School Embedded Assessments in Biology and Chemistry OpenSciEd					
CORE ACADEMICS – SOCIAL STUDIES		Tier 1 Resources:		Bayou Bridges 1-8	
☐ Student Achievement		☐ Exemplary Customer Service		☐ Operational Excellence	
				☐ Employee Development	

Historical Data Trends:

School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025
Social Studies Trends	N/A	Proficiency (Mastery and Above) 3rd Grade: 15% 4th Grade:25% 5th Grade:49% 6th Grade:25% 7th Grade:37% 8th Grade:52%	Proficiency (Mastery and Above) 3rd Grade: 7% 4th Grade:29% 5th Grade:58% 6th Grade:22% 7th Grade:38% 8th Grade:35%
Subgroup Trends	N/A	4th Grade: 5th Grade:17% 6th Grade:11% 7th Grade:8% 8th Grade:14%	3rd Grade:0 4th Grade:0 5th Grade:50% 6th Grade:0 7th Grade:18% 8th Grade:25%

AMBITION

- Based upon your data trends, what is the area of focus?
- What is the LADOE target? [Link to LDOE Data Library](#) [Louisiana School Finder](#)
- Based upon the data trends, state target, and student learning needs, what is the [SMARTER Goal Worksheet](#) for this year?
- Using the SMARTER Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?

Focus Area #1: (Content or Skill)	All social studies instruction must shift from textbook memorization to inquiry-based learning where students weekly analyze primary sources (documents, images, maps), practice historical thinking skills through DBQ strategies, and construct evidence-based arguments about the past.
LADOE Target(s)/Standard(s):	Increase student proficiency on the Social Studies section of LEAP 2025 from overall 31.5% proficient to 40% proficient
SMART Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By May 2027, 100% of social studies teachers in grades 3-8 will implement weekly inquiry-based lessons using primary source analysis (documents, images, maps) and DBQ strategies, resulting in 75% of students demonstrating proficiency in historical thinking skills (establishing context, analyzing sources, constructing evidence-based claims) on quarterly assessments, and increasing overall Social Studies LEAP proficiency from 31% to 40% school-wide, with targeted interventions reducing Grade 3 below-basic performance from 65% to 40% and Grade 6 below-basic performance from 48% to 30%. Progress monitored through monthly teacher walkthroughs, quarterly student work samples scored with historical thinking rubrics, and mid-year benchmark assessments (January 2027).
Benchmark Goals:	BOY Benchmark Goal
	By December 2026, 100% of social studies teachers in grades 3-8 will implement weekly primary source analysis lessons with 100% compliance verified through weekly walkthroughs, and 60% of students will demonstrate proficiency in historical thinking skills (establishing context, analyzing sources, constructing claims) on the fall benchmark assessment, representing a 29 percentage point increase from the 2026 LEAP baseline of 31% and establishing progress toward the May 2027 target of 40% proficiency.
	MOY Benchmark Goal
	By March 2027, 70% of students in grades 3-8 will demonstrate proficiency in historical thinking skills (establishing context, analyzing sources, constructing evidence-based claims) on the mid-year benchmark assessment, representing a 10 percentage point increase from the December 2026 BOY benchmark (60%) and a 39 percentage point increase from the 2026 LEAP baseline (31%).

	EOY Benchmark Goal By May 2027, student proficiency (Mastery + Advanced) on the Louisiana LEAP Social Studies assessment will meet grade-level targets: Grade 3: 20%, Grade 4: 35%, Grade 5: 62%, Grade 6: 30%, Grade 7: 43%, Grade 8: 40%, with an overall school average of 38% across grades 3-8, representing a 7 percentage point increase from the 2026 LEAP baseline (31%).
<u>AFFIRMATION</u> ● Where have gains been made? What strategies were used? ● Who were the key individuals in achieving these gains? ● How will you leverage those individuals and strategies for continuous improvement this school year?	
Areas of Progress: The master schedule has been structured to provide dedicated content-level planning time once per week. Weekly Professional Learning Communities (PLCs), Instructional Leadership Team (ILT) meetings, and job-embedded professional development opportunities have been prioritized by administration. Teacher collaboration during common planning time is now focused on analyzing student work to identify and address learning gaps effectively.	
<u>ANALYSIS</u> ● What is the priority? ● What student learning problem needs to be addressed to attain the goal? ● What is the root cause of this student learning problem? What data supports this hypothesis? ● What is the student impact if you attain this goal? ● What professional learning is needed for administrators, teacher leaders, and teachers?	
School's Priority: The school's top priority in social studies is to address the Grade 3 foundational crisis (65% below basic, 0% advanced, all content areas 63-76% weak), requiring immediate increased instructional time (minimum 30 minutes, 4x weekly), explicit vocabulary instruction, scaffolded reading supports, and use of visual aids, read-alouds, and local Louisiana history to build basic social studies literacy. School-wide, all teachers must shift from textbook memorization to inquiry-based learning through weekly primary source analysis (documents, images, maps) and DBQ strategies that teach students to establish context, analyze evidence, and construct supported claims—the critical historical thinking skills where students are consistently weak (38-73% across all grades).	

Student Learning Problem: Students across all grades cannot think like historians—they lack the fundamental skills to establish historical context, analyze primary sources (documents, images, maps), evaluate evidence, and construct supported claims, as demonstrated by consistent weakness in historical thinking skills (38-73% weak in "Establishing Context" and "Examining Sources/Claims" across grades 3-8), meaning students memorize isolated facts and dates but cannot interpret historical evidence, understand cause-and-effect relationships, consider multiple perspectives, or defend arguments with textual evidence from primary sources.

Root Cause & Supporting Data: Social studies instruction has prioritized textbook reading and fact memorization over inquiry-based learning and historical thinking, with teachers focusing on content coverage (dates, events, vocabulary) rather than teaching students to analyze authentic historical documents, establish context for events, evaluate competing claims, and construct evidence-based arguments—resulting in passive learning where students read about history instead of actively doing the work of historians through primary source investigation, document analysis, and evidence-based reasoning.

Student Impact (Measurable Impact): 69% of students school-wide perform below proficient on LEAP Social Studies (only 31% proficient), with the most severe impact in Grade 3 where 65% are below basic (41% unsatisfactory, 0% advanced) and Grade 6 where 48% are below basic following a catastrophic 36-point proficiency drop from Grade 5 (58% proficient to 22% proficient), demonstrating that students lack both foundational social studies literacy and the critical thinking skills needed for high school history courses, informed citizenship, and college readiness in humanities and social sciences.

Educator Professional Learning Needs:

All social studies teachers in grades 3-8 require professional development in inquiry-based instruction, including how to select and facilitate weekly primary source analysis (documents, images, maps), scaffold historical text reading for diverse learners, and shift from teacher-led lecture to student-led investigation through Document-Based Question (DBQ) strategies. Teachers must learn to explicitly teach and assess historical thinking skills—establishing context, analyzing sources for perspective and bias, corroborating evidence, and constructing claims supported by textual evidence—using rubrics aligned to LEAP assessment expectations and providing scaffolded literacy supports (vocabulary instruction, graphic organizers, differentiated reading strategies) for students reading below grade level. Monthly collaborative planning time is essential for teachers to co-design primary source lessons, analyze student work samples, share Grade 5's successful practices with Grade 6 to prevent transition decline, and use formative data to provide targeted interventions for the 69% of students currently below proficient.

ACTION STEPS

Actions Steps & Progress Indicators

Strategies to address Root Cause (Choose at least one to action plan)	Specific Activities	Person(s) Responsible	Timeline	Progress Indicators	Materials/Resources Funding Source and Cost
Instructional	Increase basic social studies knowledge by using brief weekly based fact quizzes	ILT, Social Studies Teacher; Principal, Asst. Principal, Social Studies instructional specialist	August 26-May 27	Lesson plans; Increase in basic social studies knowledge as evidenced by walkthroughs, student work.	District funded Bullseye walkthrough program Title I funded PLAUD recording device for walkthroughs.155.00
	Use of technology enhanced instruction Schoolwide use of Flocabulary Use of Flocabulary to supplement curriculum to monitor student understanding	SS teacher/ Administration	August 2026-May 2027	Google classroom report, IXL reports Flocabulary reports/ Teacher usage/student usage & passage rate	Flocabulary Licenses-TITLE I \$2252.85
Cultural/ Behavioral	Increase of 30% from SS pre-test to SS post-test. A checkpoint will be held midway to	SS teacher	August 2026-May 2027	Checkpoint to be done in November of '25	Title I funded IXL - \$8575.00

	check student progress and adjust curriculum as needed. Use of IXL to supplement			- Teacher made progress reports and Google classroom reports - IXL reports	
Operational	Weekly PLC's to be held between SocialStudies teachers and ELA teachers to collaborate on the use of CER.	ILT, Social Studies instructional specialist, Social studies teachers,	August 2026-May 2027	- Sign in sheets. - Increase in student engagement as evidenced by bullseye walkthroughs by both instructional specialists and administration	Supplies for meeting to include but not limited to chart paper, sticky notes, pens,markers, paper clips, index card... \$2000.00
	Historical thinking skills will be tracked through quarterly assessments uploaded to the	SS teachers, ILT, administration	Sept. 2026-August 2027	D2i reports	TITLE I funded D2i platform \$5000.00

	D2i platform. Teacher will monitor				
--	--	--	--	--	--

DELETE INFO THAT DOES NOT APPLY.

Include assessment frequency in parenthesis behind each assessment.

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):

Grades K – High School: Embedded Assessments in each curriculum

Non-Core Academics

CIR and UIR schools must address the deficiency area(s) identified in their subgroup(s). All other schools should select an area or areas for a non-core academic improvement area based on trend data. Principal Supervisors will provide CIR and UIR with additional guidance.

- **Subgroups**
 - **Exceptional Student Services (SWD)**
 - **English Learners**
- **Freshman Academy**
- **ACT/WorkKeys**
- **Pathways (Industry-Based Credentials, Advanced Placement, Dual Enrollment, College-Level Examination Program (CLEP))**
- **Graduation Rate**
- **Attendance Rate**
- **Discipline Rate**

NON-CORE ACADEMICS	Non-Core Academic Area(s) Chosen: <u>Attendance Rate</u>		
	Resources: JCampus		
☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development
Historical Data Trends:			
School Year	2023 – 2024	2024 – 2025	2025 – 2026
Trends	93%	94%	93%
Subgroup Trends			
<u>AMBITION</u> - Based upon your data trends, what is the area of focus? - What is the LADOE target? Link to LDOE Data Library Louisiana School Finder - Based upon the data trends, state target, and student learning needs, what is the SMARTER Goal Worksheet for this year? - Using the SMARTER Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?			
Focus Area #1: (Content or Skill)	Attendance		
LADOE Target(s)/Standard(s):	All schools will have an attendance rate of at least 95%		
SMARTER Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By May 30, 2026, the school will increase the average daily attendance rate from 93% to 95%, aligning with the district goal, through the implementation of targeted interventions by the attendance team following state-mandated Attendance Matters protocols, as measured by monthly attendance data reports and verified through the student information system.		

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation	
Instruction: Target audience: whole school - Implement a school-wide positive attendance incentive program with monthly celebrations for classes and individual students meeting the 95% attendance benchmark. - Establish a tiered intervention process where the attendance team contacts families after 3 absences, conducts meetings after 5	Attendance Team, Administration and teachers	August 2026-May 2027	School funding for incentives \$500.00	- Spreadsheet provided by district for absences - Daily absentee report from JCampus - Documentation of celebrations-to be posted on Hall TV, website and Social Media Page	

absences, and implements Attendance Matters protocols for chronic absenteeism. Launch a consistent messaging initiative through newsletters, social media, and parent meetings emphasizing the connection between daily attendance and academic success, highlighting the 95% district goal.				
---	--	--	--	--

DELETE INFO THAT DOES NOT APPLY.

JCampus generated letters will be sent after 3, 5 and 10 day absences

JCampus Robocalls will sent when student is absent

Attendance team will make phone calls

FINS referrals will be made if necessary

PROFESSIONAL DEVELOPMENT

ELA, Mathematics, Science, Social Studies, and Non-Core Academics

School Name – School Improvement Plan

2026 - 2027

☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation	
Professional Development: (Consider linking your ILT Long Range Plan) - Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by - o ELA - o Math - o Science - o Social Studies - Math Lead Teachers will attend Louisiana Teacher leader conference. They will also attend school level ZEAR PD and Iready PD that will be tailored to their needs NOTE: ZEAR PD and Iready PD will be attended by all math teachers. - ELA Lead Teachers will attend Louisiana Teacher Leader Conference. They will also attend School Level Savvas PD and CKLA PD that will be tailored to their needs. NOTE: SAVVAS and CKLA PD will be attended by all ELA teachers - SS and Science Lead teachers will attend Louisiana Teacher Leader Conference SEL - SEL coordinator will attend district training and present information to faculty - Academics training on how and when to refer a student to SBLC-RTI training and use of interventions. - Behavior-PBIs training for faculty and Tiered behavior training Non-Core Academics - Teacher collaboration within the zone - Counselor will implement a comprehensive counseling program	LEAD Math, ELA, Science, SS and ESS teachers Principal Principal SEL chairperson PBIS chairperson Attendance team All teachers Counselor	All target dates for Louisiana Teacher conference are May 2027 October 2026 October 2026	Teacher Leader School Title I funded \$5000.00 School funded Title I PD-\$3000.00 Stipends for teachers-School funded TITLE I to attend PD after school or on Saturday-20 teachers total for all PD's 39.00x 2 hr PD x 20=1,560 + benefits 500.00=\$2060.00 Title I funded Counselor	TITLE I travel logs Sign in sheets & agenda Sign in sheets & agenda	

--	--	--	--	--

MULTI-TIERED SYSTEM OF SUPPORT

☐ Student Achievement

☐ Exemplary Customer Service

☐ Operational Excellence

☐ Employee Development

SEL Foundation for MTSS Success

Using the CASEL Indicators (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making Skills) for Schoolwide SEL, identifying which two areas will be the focus for the school year. For each indicator, create a SMARTIE goal and goal statement. Schools will select one indicator from each focus area outlined below:

For the 2023- 2024 school year, schools will be asked to select one component from two different focus areas that have been highlighted

SEL Instruction: Schools will select either **SEL integrated into Academics or Explicit SEL instruction** School teams will work with the MTSS department and their principal supervisors to select the category that best fit the needs of their campuses.

Supportive Environments: Schools will select either **Supportive Discipline or Supportive School and Classroom Climates.**

Smartie: Specific, Measurable, Attainable, Realistic, Time-Bound, Inclusive, Equitable

Indicator Focus Area 1: SEL		Indicator Focus Area 2: PBIS	
S	Teacher will deliver SEL lesson during PE classes using Second Step	S	A strong PBIS system will be in place at AMS
M	A minimum of 60 lessons will be taught and tracked through the second step dashboard	M	Success will be monitored by monthly data presented by PBIS Chair-it will include but not limited to time, place, type of infraction, Students.

A	a minimum of one lesson per week will be taught	A	Data gathered will be used to address problem areas. The PBIS and the ILT team will then adjust as needed.
R	Integrates SEL in struction into nontraditional settings, supporting whole-child development-	R	By using the data PBIS team will have a realistic view of just where the problem areas are and what adjustments need to be made.
T	School year completion by May 30, 2027	T	By the end of the 1't nine weeks students will have been taught all behavior expectations; By the end of each quarter major infractions should decrease due to following the PBIS system with fidelity.
I	Will accommodate for students with diverse learning needs.	I	All students are included in PBIS.
E	All students will receive SEL instruction	E	Students will go through the tiers as needed
Goal Statement: By May 30, 2026, PE teachers will deliver a minimum of 60 Second Step SEL lessons (one per week) to all students during physical education classes, with accommodations and modifications to ensure accessibility for students with diverse learning needs, physical abilities, and cultural backgrounds, ensuring consistent social-emotional learning integration across the curriculum, as measured by lesson implementation logs, teacher documentation, and quarterly progress monitoring reports.		Goal Statement: By May 30, 2026, AMS will implement a comprehensive PBIS system with fidelity that reduces major behavioral infractions by 20% from baseline (established by the end of first nine weeks after all behavior expectations are taught), as measured by monthly data reports tracking time, place, type of infraction, and students involved, with the PBIS team and ILT using this data to make quarterly adjustments to interventions and ensure all students receive appropriate tiered supports based on individual needs.	

Academic & Behavioral Tiered Supports Defined

Outline what academic and behavioral supports your school will provide. Are there any specific strategies?

Academic Systems	Behavior/Social Emotional Systems
------------------	-----------------------------------

Tier I	
HQIM curriculum	PBIS-School-wide behavior expectations SEL screening Second Step SEL curriculum
Tier II	
IXL Zearn Learning Center	Check-in/Check-out Relationship agreements Guidance Counselor
Tier III	
RTI Referral to SBLC For Academic Concerns	Check-in Check-out with counselor Referral to SBLC for Behavior Concerns

Monitoring Interventions

How will your school make sure that interventions are taking place?

- Interventions will be ensured through regular administrative walkthroughs, review of counseling logs, and analysis of PBIS data provided by the PBIS facilitator. These measures will support ongoing monitoring and implementation fidelity. If students are on Check-in/Check-out daily logs will be checked

Scheduling

Mandatory:

What is the designated time for Explicit SEL Instruction?

- Weekly during planning periods

How will time be scheduled for PLCs/Grade or Content Teams?

Weekly, Bi-monthly or as needed during planning time.

Planning for the Future:

How can individualized learning time (ILT) be scheduled for students throughout the school year? (ILT--a time set aside for students to work independently on learning goals, online programming, etc.)

Students are not pulled out of core curriculum unless there is a crisis. Counselor will go into classrooms to observe.

Behavior Expectations Matrix

Enter one schoolwide behavior expectation in each section of row two. Then describe what the behavior should look like in each of the locations found in column one.

Locations	Behavior Expectations		
	BE SAFE	BE RESPECTABLE	BE RESPONSIBLE
Classroom	- Keep hand, feet, and objects to yourself - Keep aisles clear	- Speak only when recognized - Use appropriate language - Acknowledge others - Be tolerant of differences	- Be on time - Bring all materials to class - Follow teacher directives - Be prepared - Gum Free
Hallway	- Walk to the right of the hall . - Walk facing forward . - Keep hands and feet to yourself . - Place book sacks neatly against the wall	- Model correct behavior - Greet others in a friendly manner - Say excuse me when bumping into others - Assist others with books and doors - Use appropriate language - Follow staff directives - Use inside voices - Respect hallway displays	- Walk quickly to your destination - Put litter in trash receptacles - Gum Free

Cafeteria	● Wash hands properly ● Walk only	● Thank the cooks ● Model good table manners staff ● Greet cafeteria staff ● Use inside voices ● Single file line ● Stay away from walls	● Clean up after yourself ● Dispose of all items in the proper places ● Gum Free area
Restroom	● Wash hands after using restrooms ● Keep it clean ● Walk only	● Graffiti free ● Flush the toilet ● Be quiet ● Use fixtures appropriately ● Respect privacy of others	● Place items in appropriate receptacle
Bus	● Remain facing forward ● Walk to and from the bus ● Keep hands, feet, and objects to yourself	● Model correct behavior ● Be tolerant of differences ● Follow the bus driver directives ● Use appropriate language ● Use inside voices	● Enter in a single file line ● Sit in assigned seat ● Keep bus clean ● Gum/food free area
Arrival/ Dismissal	● Arrive after 7:30 and leave before 3:20 ● Follow duty teacher directives	● Stay to the right and keep moving	● Enter in a single file line ● Sit in assigned seat ● Keep bus clean ● Gum/food free area
Gym	● Follow activity directions correctly ● Sit on bleachers ● Walk on floors ● Use equipment as directed	● Practice good sportsmanship ● Applaud effort of others ● Enter gym quietly ● Listen quietly to speaker ● Use proper language	● Dress in appropriate attire ● Sit in assigned areas ● Put litter in trash receptacles ● Gum Free Area

		• Respect others privacy in dressing room	
--	--	---	--

What is your plan to explicitly teach behavior expectations at the beginning of each semester? Please list below:

At the start of each semester, students will participate in a comprehensive review of the student handbook, covering all sections in detail. The schoolwide PBIS expectations, outlined in the handbook, will serve as the foundation for this review. Also, a PBIS kickoff event will engage students through interactive stations where expectations are explicitly taught. Specific area expectations are prominently posted throughout the campus to reinforce learning. PBIS expectations will be revisited weekly within classrooms and reinforced with the entire student body at midterm to ensure consistent understanding and application.

PARENT AND FAMILY ENGAGEMENT ELA, Mathematics, Science, Social Studies, and Non-Core Academics				
☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development	
Action Steps and Audience The plan must include a minimum of three activities that promote parent and family engagement. One activity must be held at the beginning of the year, another during the middle of the year, and another at the end of the year. Include Subgroups - Aligned to the Strategies	Persons Responsible	Target Date(s)/Timeline	Materials/Resources Funding Source(s) and Cost	Documentation
Parent and Family Engagement: Parent Orientation (one for grades 1-5 and one for 6-8)	Teacher and Admin	August 2026	N/A	Sign in sheet & Slide Slide presentation
Grandparents Day	Teachers & Admin	Sept. 2026	N/A	Sign in sheets
STEM night	Teachers & Admin	December 2026	Title I parent Involvement \$1500.00 Hands on activities Decor	Sign in sheets Sign in sheet
Literacy night MTSS Parent and Family Engagement: Parent orientation to review academics, SPS, PBIS, SIP and general rules	Teachers and Admin	March 2027	Title I parent involvement money \$800.00	Sign in sheet photo

How are you going to communicate with parents about the MTSS plan? How are you working with students this year? How are you going to increase parental involvement in MTSS? Parent orientation at the of the and also to refresh. Phone communication SBLC	
MTSS Plan Overview	PBIS, Check-in/checkout, discipline matrix, SEL weekly check ins, SBLC referrals, RTI
Academic Programs & Interventions	RTI, after school tutoring, IXL, RTI, SBLC referrals, HQIM, BEABLE, ZER
SEL & Behavior Interventions	SEL screeners, Check-in/checkout, PBIs rewards program, second step lessons
Community Involvement How are you going to foster community partnerships to assist with your MTSS Plan? <i>Please list below.</i> We will foster partnerships with Arnaudville Police, Le Bon Voison a non-profits in the community, VFW, Arnaudville Fire department, Russell's food store	

Instruction by Certified Teachers – Certified Teacher Recruitment

(Schoolwide Component 3)

District Goal(s):	To reach a goal of 100% certified teachers.
School Objective(s):	To employ teachers that are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.

☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development	
Action Steps	Persons Responsible	Target Date(s)/Timeline	Materials/Resources Funding Source(s) and Cost	Documentation
Consistent implementation of discipline progression Policy. Administrative support in implementing new curriculums. Continue to reduce burdensome, time-consuming, non-instructional tasks Mentor teachers for those new to school and/or subject area.	Administration Instructional Specialists, Lead teachers	All target dates are May 2026		increased instructional time-observation and walkthroughs Efficiency in implementing new curriculum Mentor logs Feed back from instructional Specialist.

Transition to Next Level School Programs
(Schoolwide Component 7)

School Name – School Improvement Plan

2026 - 2027

Choose Appropriate Level

- ☐ Preschool to Elementary School
- ☐ Elementary School to Middle School
- ☒ Middle School to High School
- ☐ High School to Post-Secondary/Professional Careers

☐ Student Achievement	☐ Exemplary Customer Service	☒ Operational Excellence		☐ Employee Development
Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
High School Scheduling	O. Hebert/ BCHS counselors	May 2027	N/A	Parent sign in
Beau Chene Zone Meetings	M. Miller	Ongoing	N/a	Agenda/Minutes

Principal Supervisor Quarterly Review

Quarter #1	Evidence and Resources Reviewed	Potential Adjustments
------------	---------------------------------	-----------------------

Date:		
Quarter #2 Date:	Evidence and Resources Reviewed	Potential Adjustments
Quarter #3 Date:	Evidence and Resources Reviewed	Potential Adjustments
Quarter #4 Date:	Evidence and Resources Reviewed	Potential Adjustments