



SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

2026 - 2027

School Name: Cankton Elementary

School Principal Name: Crystal Compos

Grade Configuration: Pre-K through 4th Grade

School Address: 602 Main Street

City, State, and Zip: Cankton, Louisiana 70584

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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 education 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:

Cankton Elementary community is united in learning, preparing all students to meet life's challenges.

Mission Statement:

Cankton Elementary will work in partnership with all school, community and district stakeholders to provide our students with a high quality education and the necessary support that allows them to grow and succeed academically and personally.



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	Date
Principal Supervisor	Date

CONTACT INFORMATION

School-wide School Improvement Chairperson: Tracy Thibodeaux

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
Crystal Compos	Principal
Derek Mire	Assistant Principal
Karen Cooke	Administrative Assistant
Taylor DeBrosky	Instructional Coach
Cora Comeaux	STEAM Teacher
Tracy Thibodeaux	Learning Center Teacher
Stephanie Robert	Second Grade Teacher
Jaime Armitage	Literacy Mentor
Lindsey St. Cyr	Literacy Mentor
Amber Watson	Parent

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	ULL (Intern Program); LSU Ag Center (Eat, Move, Grow); Southern Ag Center; LSUE;
Technical Institute	
Feeder School(s)	Grand Coteau/Sunset Headstart Program; Sunset Middle School; Beau Chene High School
Community	Acadiana Center of the Arts; Art Box; St. John Berchman's Catholic Church; Evangeline Oaks Guest House Nursing Home; Cankton Volunteer Fire Dept.; St. Landry Solid Waste; Cankton Police Dept; Sunset Police Dept; St. Landry Parish Sheriff's Dept.
Business/Industry	Community Coffee; Box Tops for Education; Acadiana Bottling; Art Box; Mire's Grocery; Super One Foods; Ivan's Locksmith; Donut Palace; Wimberley Farms; Kona Ice;
Private Grants	QSM; LASAL (Looking at Student Academic Language) Foundations Grant
Other	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
9-8-26	Crystal Compos	Principal	
9-8-26	Derek Mire	Assistant Principal	
9-8-26	Karen Cooke	Administrative Assistant	
9-8-26	Tonya James	Secretary	
9-8-26	Lauren Andrus	Pre K Teacher	
9-8-26	Denise Brinkhaus	Pre K Teacher	
9-8-26	Jaimie Lavergne	Pre K Teacher	
9-8-26	Kayli Robinson	Pre K Teacher	
9-8-26	Sherry Valenzuela	Pre K Teacher	
9-8-26	Jessica Bordlee	Kindergarten Teacher	
9-8-26	Karliss Daigle	Kindergarten Teacher	
9-8-26	Lisa Marcel	Kindergarten Teacher	
9-8-26	Stephanie Woods	Kindergarten Teacher	
9-8-26	Sherika Babineaux	First Grade Teacher	
9-8-26	Amber Bonnette	First Grade Teacher	
9-8-26	Kelli Fruge	First Grade Teacher	
9-8-26	Nicole Sparks	First Grade Teacher	
9-8-26	Debra Constantine	Second Grade Teacher	
9-8-26	Christine LeBlanc	Second Grade Teacher	
9-8-26	Danielle Pontiff	Second Grade Teacher	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
9-8-26	Stephanie Robert	Second Grade Teacher	
9-8-26	Christy Cormier	Third Grade Teacher	
9-8-26	Fara Descant	Third Grade Teacher	
9-8-26	Danielle Dohmann	Third Grade Teacher	
9-8-26	Jamar Dupas	Fourth Grade Teacher	
9-8-26	Michael Leatherman	Fourth Grade Teacher	
9-8-26	Brittani Tran	Fourth Grade Teacher	
9-8-26	Rae Carter	SPED Teacher (Pre-K)	
9-8-26	Bernadette Ndayizeye	SPED Teacher (Kn)	
9-8-26	Tammy Stelly	SPED Teacher (1st-2nd)	
9-8-26	Brittany Malbrough	SPED Teacher (3rd-4th)	
9-8-26	Amy Claire Miller	SPED Teacher (LEAP Con.)	
9-8-26	Tracy Thibodeaux	Learning Center Teacher	
9-8-26	Cora Comeaux	STEAM Teacher	
9-8-26	Taylor DeBrosky	Instructional Coach	
9-8-26	Eric Fontenot	PE Teacher	
9-8-26	Scott Frame	PE Teacher	
9-8-26	Lindsey St. Cyr	Kn - 2nd Literacy Mentor	
9-8-26	Jaime Armitage	3rd - 4th Literacy Mentor	
9-8-26	Haley Faulk	Speech Therapist	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
9-8-26	Lacie Schexnayder	SPED Paraprofessional	
9-8-26	Danielle Lukianow	SPED Paraprofessional	
9-8-26	Brook Dugas	SPED Paraprofessional	
9-8-26	Marjorie Castille	SPED Paraprofessional	
9-8-26	Kandice Lewis	SPED Paraprofessional	
9-8-26	Shanterior Williams	SPED Paraprofessional	
9-8-26	Brittany Andrus	SPED Paraprofessional	
9-8-26	Haven Biagase	SPED Paraprofessional	
9-8-26	Tonya Hayes	PreK Paraprofessional	
9-8-26	Jessica Picard	PreK Paraprofessional	
9-8-26	Phyllis Richard	Pre K Paraprofessional	
9-8-26	Dannette Auzenne	Pre-K Paraprofessional	
9-8-26	Robin Mitchell	Pre-K Paraprofessional	
9-8-26	Denise Leger	Counselor	
9-8-26	Casey Henry	APE	
9-8-26	Telisa Brown	Nurse	
9-8-26	Lilliana Ramirez	EL Interventionist	
9-8-26	Gabriel Wheeler	Custodian	
9-8-26	Jimmy Mike Leblanc	Custodian (sub)	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
9-8-26	Mark Angelle	Custodian	
9-8-26	Elizabeth Bazar	Cafeteria Manager	
9-8-26	Amanda Citizen	Cafeteria	
9-8-26	Vickie Richard	Cafeteria	
9-8-26	Sherell Wheeler	Cafeteria	
9-8-26	Sheila Oakley	Cafeteria	
9-8-26	Michelle Williams	Bus Driver	
9-8-26	Hope Courvelle	Bus Driver	
9-8-26	Johnny Freeman	Bus Driver	
9-8-26	Ryan Chachere	Bus Driver	
9-8-26	Amea Stevens	Bus Driver	
9-8-26	Sharon Williams	Bus Driver	
9-8-26	Geanni Arvie	Bus Driver	
9-8-26	Adolph Joubert	Bus Driver	
9-8-26	Logan Turner	Bus Driver	

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
<i>Administrators</i>		<ul style="list-style-type: none"> Administrator Questionnaires Administrator Interviews 		<ul style="list-style-type: none"> Demographics
<i>Teachers</i>		<ul style="list-style-type: none"> Teacher Focus Groups Teacher Surveys Teacher Interviews 	<ul style="list-style-type: none"> Classroom Observations Walkthroughs Attendance Rate 	<ul style="list-style-type: none"> Demographics
<i>Students</i>	<ul style="list-style-type: none"> LEAP 2025 ACT/WorkKeys DIBELS 8 Numeracy DRDP-K iREADY Diagnostics Accelerated Reader LEAP 360 Interims ELPT ELPT Connect LEAP Connect 	<ul style="list-style-type: none"> Student Surveys Student Focus Groups Student Interviews 	<ul style="list-style-type: none"> Classroom Observations Walkthroughs Discipline Rates Attendance Rates 	<ul style="list-style-type: none"> School Report Cards Demographics Subgroup Components Climate Surveys
<i>Parents</i>		<ul style="list-style-type: none"> Parent Survey Parent Focus Group Parent Interviews 	<ul style="list-style-type: none"> Attendance Rates (school participation) 	<ul style="list-style-type: none"> 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. Literacy Text, Nonsense Words, Vocabulary and Phoneme Segmentation	DIBELS 8; LEAP 2025; Lexia; SLT Assessment; Class Observations and Assessments
2. Scientific Reasoning	LEAP 2025; SLT Assessment; Class Observations and Assessments
3. K - 2: Algebraic Thinking; Number Sense	LEAP 2025; Numeracy; SLT Assessment; Class Observations and Assessments
4. 3rd - 4th: Problem Solving; Algebraic Thinking	LEAP 2025; Numeracy; SLT Assessment; Class Observations and Assessments

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: Teacher Implementation of Tier 1 Curriculum	
Instrument(s): Tier 1 Curriculum and Pacing Guides; PLC Agendas; ILT & SIT Agendas; Administration Observations & Learning Walks; Instructional Coach, Literacy Mentors, & Instructional Specialists Observations & Learning Walks; LEAP 2025 Data; DIBELS; Numeracy; Lexia.	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	Findings 1. Students scoring on or above grade level on the end-of-the-year iReady Math Diagnostics grew to an average of 53% across all grade levels. This was up from 26% on the middle-of-the-year iReady Math Diagnostic. 2. 100% of teaching staff participate in District curriculum-based Professional Development as well as grade-level and cross-grade level Professional Learning Communities in order to grow their level of understanding and expertise in planning for and implementation of Tier 1 Curriculum. 3. Tier 1 Curriculum implementation observed through classroom observations and Learning Walks performed by school administration; ILT; District Personnel; and Curriculum representatives.

Contributing Factor #2: STEAM	
Instrument(s): LEAP 2025 DATA; iReady Diagnostic Data; Lexia; Classroom Assessments; Administration Observations & Learning Walks; Instructional Coach, Literacy Mentors, & Instructional Specialists Observations & Learning Walks; Stakeholder Feedback (Teachers; Paraprofessionals; Students; Parents/Guardians);	
Data Type: 1. Archival 2. Cognitive 3. Behavioral	Findings 1. Fourth grade students maintained a quarter of students or 25% scoring Advanced or Mastery. 2. 54% of fourth graders scored Basic or Above on the “Investigate” subcategory and 59% scored Basic or Above on the “Reason Scientifically” subcategory of the LEAP 2025 State Assessment. 3. Classroom observations and feedback from school stakeholders - teachers; paraprofessionals; students; parents/guardians; etc. - indicate a strong correlation between STEAM and a significant increase in student motivation and understanding of what was previously considered abstract mathematical and scientific concepts.

Contributing Factor #3: Accelerated Reader Program (A.R.)	
Instrument(s): A.R. Reports; Numeracy; DIBELS 8; LEAP 2025 Data; Lexia; Classroom Assessments; Instructional Coach, Literacy Mentors, & Instructional Specialists Observations & Learning Walks; Stakeholder Feedback (Teachers; Paraprofessionals; Students; Parents/Guardians)	
Data Type: 1. Cognitive 2. Cognitive 3. Archival	Findings 1. Third grade students increased from 40% at or above grade level on the beginning-of-the-year DIBELS MAZE comprehension assessment to 61% scoring at or above grade level on the end-of-the-year assessment. 2. Third grade students scored 64% at or above Basic on the “Reading Performance” component of the LEAP 2025 State Assessment while 4th grade students scored 64% at or above Basic on the “Reading Performance” component. 3. Third grade students increased from 66% at or above Basic on the “Reading Performance” component of the 2023 - 2024 LEAP 2025 State Assessment to 60% at or above Basic on the “Reading Performance” component of the 2024 - 2025 LEAP 2025 State Assessment to 64% at or above Basic on the “Reading Performance” component of the 2024 - 2025 LEAP 2025 State Assessment

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. ELA/All Content Areas - Written Expression	DIBELS 8; LEAP 2025; Lexia; Numeracy; Class Observations and Assessments
2. Math - Modeling and Application; Fact Fluency	LEAP 2025; Numeracy; SLT Assessment; Class Observations and Assessments
3. Science - Scientific Investigation & Evaluate	LEAP 2025; Class Observations and Assessments
4. S.S. - 3rd Grade - A Growing and Changing Nation 4th Grade - Empire Building in China, Greece and Rome Both - Establishing Context	LEAP 2025; Class Observations and Assessments

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: CKLA Curriculum Does Not Have a Focus on Written Expression/Writing	
Instrument(s): Tier 1 Curriculum and Pacing Guides; PLC Agendas; ILT & SIT Agendas; Administration Observations & Learning Walks; Instructional Coach, Literacy Mentors, & Instructional Specialists Observations & Learning Walks; LEAP 2025 Data; Numeracy; DIBELS	
Data Type: 1. Behavioral 2. Attitudinal 3. Cognitive	Findings 1. Below grade level use of grammar conventions and written expression observed through monthly school-wide writing submissions. 2. Classroom observations and feedback from school stakeholders - teachers; paraprofessionals; students; parents/guardians; etc. - indicate students struggle in their ability to respond to various writing prompts and/or support their thinking and reasoning through writing in all four content areas - ELA; Math; Science; S.S . 3. 70% of third grade students scored below basic on the “Writing Performance” component of the LEAP 2025 ELA State Assessment.

Contributing Factor #2: Introduction of New Social Studies Curriculum & No Data	
Instrument(s): Tier 1 Curriculum and Pacing Guides; PLC Agendas; ILT & SIT Agendas; Administration Observations & Learning Walks; Instructional Coach, Literacy Mentors, & Instructional Specialists Observations & Learning Walks; LEAP 2025 Data; Numeracy; DIBELS; Lexia	
Data Type: 1. Archival 2. Archival 3. Behavioral	Findings 1. LEAP 2025 data trends indicate that over 60% of third grade students scored below Basic on the Social Studies assessment - 2020 - 2021 - 62% below basic; 2021 - 2022 - 67% below basic; 2022 - 2023 - 66% below basic. No data for the 2023 - 2024 school year due to field testing; In 2024 - 2025, 58% of third grade students scored below basic with only 18% scoring Mastery or Advanced. In 2025-2026, 58% of students scored below basic with only 14% scoring Mastery or Advanced. 2. LEAP 2025 data trends indicate that over 60% of fourth grade students scored below Basic on the Social Studies assessment - 2020 - 2021 - 65% below basic; 2021 - 2022 - 61% below basic; 2022 - 2023 - 61% below basic. No data for the 2023 - 2024 school year due to field testing; In 2024 - 2025, 50% of fourth grade students scored below basic with only 22% scoring Mastery or Advanced. In 2025-2026, 50% of fourth grade students scored below basic with only 26% scoring Mastery or Advanced. 3. Classroom observations and feedback from school stakeholders - teachers; paraprofessionals; students; parents/guardians; etc. - indicate a strong correlation between the lack of a standardized Social Studies curriculum and low student understanding, growth and mastery of standards.

Contributing Factor #3: Lack of Fidelity with Maximizing Accelerate Time for Response to Intervention (RTI)	
Instrument(s): Tier 1 Curriculum and Pacing Guides; PLC Agendas; ILT & SIT Agendas; Administration Observations & Learning Walks; Instructional Coach, Literacy Mentors, & Instructional Specialists Observations & Learning Walks; LEAP 2025 Data; Numeracy; DIBELS 8; Lexia	
Data Type: 1. Behavioral 2. Attitudinal 3. Cognitive	Findings 1. Classroom observations and learning walks indicate that the focus on R.T.I. was not implemented with fidelity during scheduled Accelerate time. 2. Feedback from teaching staff indicates that Accelerate time was often needed for completion of Tier 1 curriculum components - Zearn Lessons; iReady Lessons; Amira; etc. 3. English Language Learners (ELL) overall had a large percentage of the population score below basic in the four content areas of LEAP 2025 State Assessment: At or Above Basic 3rd Grade - ELA 22% (2/9); Math 22% (2/9); Science 44% (4/9); Social Studies 44% (4/9); 4th Grade - ELA 25% (3/12); Math 58% (7/12); Science 25% (3/12); Social Studies 33% (4/12)

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: <i>ELA, Math, Science, Social Studies</i>					
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>				
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>				
Evidence-Based Strategies:	✓ Data-Driven Decision Making	✓ Response to Intervention	✓ Job-Embedded PD	✓ Technology Integration	☐ Other:

CORE ACADEMICS - ELA	Tier 1 Resources:	K - 2: Core Knowledge Language Arts (CKLA) Grades 3 – 4: Core Knowledge Language Arts (CKLA); Learning Center; EL Interventionist; After School & Summer Learning Programs; Instructional Coach; Instructional Specialist; Literacy Mentor; Title 1 Pre-K; ;	
	☒ 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
ELA Trends	<u>% Basic and Above</u> 3rd Grade - 66% (39% M/Adv) 4th Grade - 66% (39% M/Adv)	<u>% Basic and Above</u> 3rd Grade - 55% (30% M/Adv) 4th Grade - 68% (33% M/Adv)	<u>% Basic and Above</u> 3rd Grade -59% (32% M/Adv) 4th Grade -65% (32% M/Adv)
Subgroup Trends	<u>ELL Subgroup % Basic and Above</u> 3rd Grade - 50% (2/4 Students) 4th Grade - 12% (1/8 Students) <u>ESS Subgroup % Basic and Above</u> 3rd Grade - 56% (5/8 Students) 4th Grade - 25% (2/6 Students)	<u>ELL Subgroup % Basic and Above</u> 3rd Grade - 38% (3/13 Students) 4th Grade - 20% (2/10 Students) <u>ESS Subgroup % Basic and Above</u> 3rd Grade - 42% (3/12 Students) 4th Grade - 50% (5/10 Students)	<u>ELL Subgroup % Basic and Above</u> 3rd Grade -22% (2/9 Students) 4th Grade -25% (3/12 Students) <u>ESS Subgroup % Basic and Above</u> 3rd Grade -50% (2/4 Students) 4th Grade -18% (2/11 Students)

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 SMARTe Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?

**Focus Area #1:
(Content or Skill)**

Increase our student's overall individual foundational literacy skills in order to improve their ability to effectively read, comprehend and respond to both literary and informational text.

LADOE Target(s)/Standard(s):

Increase the number of students scoring “on or above grade level” on DIBELS 8 Assessment:

K - Phoneme Segmentation Fluency - increase from 67% on or above grade level on the 2026 EOY assessment to at least 72% on or above grade level on the 2027 EOY assessment

1st - Phoneme Segmentation Fluency - increase from 69% on or above grade level on the 2026 EOY assessment to 74% on or above grade level on the 2027 EOY assessment

2nd - Oral Reading Fluency - increase from 17% on or above grade level on the 2026 EOY assessment to 50% on or above grade level on the 2027 EOY assessment

3rd - MAZE - increase from 48% on or above grade level on the 2026 EOY assessment to 58% on or above grade level on the 2027 EOY assessment

	<p>LEAP 2025 State Assessment:</p> <p>4th Grade - A minimum of 50% of fourth grade students, who took LEAP 2025 as third graders, will meet or exceed their Individual Growth Goal target on the ELA component of LEAP 2025.</p> <p>4th Grade - A minimum of 50% of fourth grade students, who took LEAP 2025 as third graders, will grow a minimum of one achievement level - either from “low unsatisfactory” to a minimum of “high unsatisfactory”; “low approaching basic” to a minimum of “high approaching basic” from “low basic” to a minimum of “high basic”; if “mastery” was scored, grow at least one point; or maintain “advanced” on the ELA component of LEAP 2025.</p>		
SMART Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	<p>Kn - 4th (DIBELS 8) - Students who scored “below grade level” will grow a minimum of one proficiency level based on their individual baseline scores from Fall Benchmark Assessment to Spring Benchmark Assessment.</p> <p>4th (Lexia) - 75% Students will advance one full reading level measured by Lexia CORE 5 report or maintain 4th grade reading level.</p>		
Benchmark Goals:	<table><tr><th>BOY Benchmark Goal</th></tr><tr><td><ul style="list-style-type: none">❖ Utilize data from DIBELS 8 and Lexia Assessments to identify individual students and/or groups of students that are in need of High-Dosage Tutoring and an Individual Academic Support Plan.❖ Utilize data from DIBELS 8 and Lexia Assessments to progress monitor students in order to assist them in reaching their personalized foundational literacy goal(s).❖ Utilize data from DIBELS 8, Lexia and Numeracy to identify individual students and/or groups of students who have similar instructional needs. Provide students/groups with differentiated instruction that addresses their instructional priorities and academic needs.</td></tr></table>	BOY Benchmark Goal	<ul style="list-style-type: none">❖ Utilize data from DIBELS 8 and Lexia Assessments to identify individual students and/or groups of students that are in need of High-Dosage Tutoring and an Individual Academic Support Plan.❖ Utilize data from DIBELS 8 and Lexia Assessments to progress monitor students in order to assist them in reaching their personalized foundational literacy goal(s).❖ Utilize data from DIBELS 8, Lexia and Numeracy to identify individual students and/or groups of students who have similar instructional needs. Provide students/groups with differentiated instruction that addresses their instructional priorities and academic needs.
BOY Benchmark Goal			
<ul style="list-style-type: none">❖ Utilize data from DIBELS 8 and Lexia Assessments to identify individual students and/or groups of students that are in need of High-Dosage Tutoring and an Individual Academic Support Plan.❖ Utilize data from DIBELS 8 and Lexia Assessments to progress monitor students in order to assist them in reaching their personalized foundational literacy goal(s).❖ Utilize data from DIBELS 8, Lexia and Numeracy to identify individual students and/or groups of students who have similar instructional needs. Provide students/groups with differentiated instruction that addresses their instructional priorities and academic needs.			

- ❖ Utilize Zearn to assist students in reaching their personalized achievement goals and emphasize areas of refinement through lessons as a component of the Tier 1 curriculum.
- ❖ Utilize Zearn to assist students with meeting or exceeding their typical growth target by Spring Numeracy Assessment.
- ❖ Utilize Accelerated Reader (fictional and nonfictional text) to increase students' independent reading levels, reading stamina and reading comprehension.

MOY Benchmark Goal

- ❖ Utilize DIBELS 8 and Lexia Winter Assessment to differentiate instruction and remediation for students who score below grade level on each tested component.
- ❖ Utilize Numeracy Winter Assessment data to differentiate instruction and remediation for students who score below grade level on each tested component.
- ❖ Actualize $\geq 50\%$ of the Typical Growth Target from Numeracy Diagnostic #1 to Numeracy Diagnostic #2.

EOY Benchmark Goal

- ❖ Utilize progress monitoring data to project how students will perform on the DIBELS 8 and Lexia Spring Assessments.
- ❖ Utilize the Zearn, LEAP 2025 correlation tool to project how students will perform on the LEAP 2025 Spring 2026 assessment. Emphasize areas of refinement through lessons and remediation as part of the Tier 1 curriculum.
- ❖ Actualize $\geq 100\%$ of the Typical Growth Target from Numeracy Diagnostic #1 to Numeracy Diagnostic #3.

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:

- ❖ Cankton Elementary currently has all teaching positions filled; 35/39 fully certified; Remaining 4 actively enrolled in certification programs
- ❖ All teaching staff and administration certified in Science of Reading or working toward certification
- ❖ Master Schedule allows for maximization of instructional time and is also conducive to content-level planning
- ❖ Master Schedule allows for designated “reading” time each school day - students are read to; students read to one another; students read silently; this time is designated as “reading for enjoyment”
- ❖ Implementation of Tier 1 Curriculum based on Science of Reading principals - CKLA; Guidebooks
- ❖ Learning Center & Intervention program implements Science of Reading curriculum for Tier II interventions
- ❖ Progress monitoring of individual student progress through DIBELS 8; Amplify Boost; Zearn; Lexia
- ❖ Strong school-wide Accelerated Reader Program - student progress monitored; tracked; & celebrated on a consistent basis
- ❖ High-Dosage Tutoring presented in small groups provides additional support, intervention and remediation to students
- ❖ Learning Beyond the Bell after-school program provides additional support, intervention and remediation to students
- ❖ REAL Tutoring after-school program provides additional support, intervention and remediation to students
- ❖ District ELA Instructional Specialists support teachers in the implementation of Tier 1 curriculum
- ❖ Literacy Mentor & Instructional Coach support teachers in the implementation of Tier 1 curriculum
- ❖ CKLA specialists will continue to provide support at the district and school level
- ❖ ILT analyzes school data - formal; informal; criterion based; standardized; etc. - to identify areas of strengths and weaknesses and develops strategies and plans to address and grow these areas
- ❖ ILT and all teaching and support staff participate in Learning Walks
- ❖ ILT utilizes trends and observations received through data analysis and learning walks to provide PLCs with focus areas
- ❖ Implementation of school-wide monthly writing “contests” that provide additional opportunities for students to learn and apply the proper structures of writing and improve upon their written expression
- ❖ Implementation of school-wide writing folders that will allow us to track student writing progression from the beginning of kindergarten through the end of fourth grade (folders will include four writing samples per year)
- ❖ Implementation of school-wide writing strategies in the form of CER and Four-Square writing models
- ❖ Implementation and utilization of Success Criteria by teachers and students in all classrooms and content areas

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:

- ❖ Engage students in effective reading, listening, speaking and writing on a daily basis
- ❖ Increase individual literacy proficiency levels for all students as measured by DIBELS 8 Diagnostic #3 (Kn. - 3rd); Lexia Diagnostic #3 (4th); and LEAP 2025 (3rd & 4th)
- ❖ Grow the percentage of students that increase and obtain their quarterly Accelerated Reader Goals; Increase the number of million-word readers
- ❖ Increase student writing conventions and proficiency as measured by in-class writing and responding opportunities; monthly writing contests; student writing folders
- ❖ School-wide implementation of CER and 4-square writing tools
- ❖ Implementation & utilization of Success Criteria by teachers and students in all classrooms and content areas

Student Learning Problem: DIBELS 8, Lexia and LEAP 2025 data indicate that our students have an overall weakness in foundational literacy skills and their ability to effectively read, comprehend and respond to both literary and informational text.

Root Cause & Supporting Data:

- ❖ Inconsistency in delivery of Tier 1 curriculum and instructional alignment
- ❖ Over reliance on technology
- ❖ Lack of Oral Reading Opportunities
- ❖ Lack of writing component in current CKLA and Guidebook curriculums
- ❖ Inconsistent implementation of Response to Intervention during Accelerate time
- ❖ New enrollees that have never attended school (neither traditional, online, nor homeschool)

Student Impact (Measurable Impact):

- ❖ 83% of 2nd grade students scored below or well below on the Oral Reading Fluency component of DIBELS 8
- ❖ 52% of 3rd grade students scored below or well below on the MAZE component of DIBELS 8
- ❖ 41% of 3rd and 35% of 4th grade students scored below Basic on the LEAP 2025 assessment
- ❖ 32% of 3rd & 32% 4th grade students scored mastery or advanced on the LEAP 2025 assessment

Educator Professional Learning Needs:

- ❖ Job-embedded Professional Development
- ❖ Ongoing curriculum and instructional support from ILT, District Instructional Specialists, District Academic Team, Instructional Coach, Literacy Coach and curriculum specialists
- ❖ Ongoing pacing and time-management support from administration, ILT, District Instructional Specialists, District Academic Team, Instructional Coach, Literacy Coach and curriculum specialists
- ❖ Master Schedule that is conducive to job-embedded content-area collaboration and PLCs

ACTION STEPS**Actions Steps & Progress Indicators**

Strategies to address Root Cause	Specific Activities	Person(s) Responsible	Timeline	Progress Indicators	Materials/Resources Funding Source and Cost
Instructional	<p>Focused instruction in all grade levels on:</p> <ul style="list-style-type: none"> ❖ Implementation of Tier 1 Science of Reading Curriculum ❖ Implementation of individualized RTI and HDT during Accelerate to include ELL and ESS students ❖ Conventions of writing ❖ Written Expression ❖ Citing of Textual Evidence ❖ Reading Comprehension ❖ Making inferences from text ❖ Learning Beyond the Bell & REAL Tutoring ❖ Accelerated Reader 	<p>All content area teachers with increased emphasis on ELA teachers;</p> <p>Resource Teachers</p> <p>ELL Interventionist</p> <p>Learning Center</p> <p>Instructional Coach</p> <p>Literacy Mentors</p>	Aug. 2026 - May 2027	<ul style="list-style-type: none"> ❖ Student progression towards “at or above grade level” as indicated by DIBELS 8 ❖ Student progression towards Typical and Stretch Growth as indicated by iReady ❖ Increase in Accelerated Reader Comprehension Levels ❖ Increase in writing conventions & written expression as indicated by monthly writing contests & student writing folders 	<ul style="list-style-type: none"> ❖ Novatech - Yearly Maintenance LFT004628 SN35V70090 - \$910.80

Cultural/ Behavioral	<ul style="list-style-type: none"> ❖ Schoolwide implementation of CER & Four-Square Writing ❖ Schoolwide Accelerated Reader Program ❖ Schoolwide Progress Monitoring of students (twice per 9 weeks) ❖ Schoolwide ELL Parent Night ❖ Schoolwide Parent Reading Night ❖ Schoolwide Parent Open House & Conference Nights ❖ Schoolwide Parent Notification of Literacy Progression 	All Teachers Admin.	Aug. 2026 - May 2027	<ul style="list-style-type: none"> ❖ Increase in writing conventions & written expression as indicated by monthly writing contests & student writing folders ❖ Increase in Accelerated Reader Comprehension Levels ❖ Stakeholder engagement and feedback ❖ Parent Night(s) Agendas; Presentations; Sign-in Sheets ❖ Lesson Annotations 	❖ Accelerated Reader Yearly Subscription & AR Renaissance Platform Yearly Subscription - \$3730.00
Operational	<ul style="list-style-type: none"> ❖ Weekly PLCs focused on student engagement, formative assessment, student work analysis and effective implementation of Tier 1 Science of Reading curriculum ❖ Cross-zone Teacher Collaboration PLCs focused on student engagement, student work analysis and curriculum implementation ❖ Administration PLCs (monthly) focused on curriculum implementation; 	All Teachers Admin. ILT Team ELA Instructional Specialists Literacy Coach Instructional Coach	Aug. 2026 - May 2027	<ul style="list-style-type: none"> ❖ PLC Meeting Notes and Next Steps ❖ ILT Meeting Notes and Next Steps ❖ PD Meeting Notes and Next Steps ❖ Admin & Zone Meeting Notes and Next Steps ❖ Increase in student performance as indicated on weekly assessments; DIBELS 8; Zearn; 	

	<p>teacher development & support; and student progression</p> <ul style="list-style-type: none"> ❖ Beau Chene Zone Administration PLCs (monthly) focused on curriculum implementation; teacher development & support; and student progression ❖ ILT's (bi-weekly) focused on data-driven decisions; student & teacher support ❖ Attendance at Professional Development conferences 			Lexia; Boost; and LEAP 2025	
<p>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 - 3: DRDP-K (by Kn. Teachers; assessed at beginning of the year); Amplify Boost Diagnostics (by K - 2 Teachers; assessed 3 times/year); DIBELS 8 (by Learning Center and trained teachers; assessed 3 times/year); Curriculum based assessments (by teachers; assessed weekly) 4th: Numeracy (assessed 3 times/year) ; LEAP 2025 (administered by teachers; assessed at the end-of-the-year); Lexia (by Learning Center and trained teachers; assessed 3 times/year); Curriculum based assessments (by teachers; assessed weekly)</p>					

CORE ACADEMICS - MATH		Tier 1 Resources: K - 8: iReady Classroom Mathematics; Zearn; Learning Center; EL Interventionist; After School & Summer Learning Programs; Instructional Coach; Instructional Specialist; Literacy Mentor; Title 1 Pre-K;													
✓ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	✓ Employee Development												
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<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 SMARTe Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?

**Focus Area #1:
(Content or Skill)**

Increase our students' understanding and ability to effectively apply their knowledge of number sense and computation to increase mathematical reasoning skills.

LADOE Target(s)/Standard(s):

LEAP 2025 State Assessment:

4th Grade - A minimum of 50% of fourth grade students, who took LEAP 2025 as third graders, will meet or exceed their Individual Growth Goal target on the Math component of LEAP 2025.

4th Grade - A minimum of 50% of fourth grade students, who took LEAP 2025 as third graders, will grow a minimum of one achievement level - either from "low unsatisfactory" to a minimum of "high unsatisfactory"; "low approaching basic" to a minimum of "high approaching basic" from "low basic" to a minimum of "high basic"; if "mastery" was scored, grow at least one point; or maintain "advanced" on the Math component of LEAP 2025.

SMARTe Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):

Kn. - 4th (Pre/Post Assessment) - Students who took the pre/post assessment will achieve at least 75% or higher on the corresponding pre/post assessment. (Adjustments may be required once additional information on how Numeracy is scored and reported)

Benchmark Goals:	BOY Benchmark Goal
	<ul style="list-style-type: none"> ❖ Utilize data from Numeracy diagnostics to identify individual students and/or groups of students who have similar instructional needs. Provide students/groups with differentiated instruction that addresses their instructional priorities and academic needs. ❖ Utilize Zearn to assist students in reaching their personalized achievement goals and emphasize areas of refinement through lessons as a component of the Tier 1 curriculum. ❖ Utilize Zearn to assist students with meeting or exceeding their typical growth target by Spring Numeracy Diagnostic 3.
	MOY Benchmark Goal
	<ul style="list-style-type: none"> ❖ Utilize Numeracy Diagnostic #2 (Winter) data to differentiate instruction and remediation for students who score below grade level on each tested component. ❖ Actualize $\geq 50\%$ of the Typical Growth Target from Numeracy Diagnostic #1 to Numeracy Diagnostic #2. (Adjustments may be required once additional information on how Numeracy is scored and reported)
	EOY Benchmark Goal
	<ul style="list-style-type: none"> ❖ Utilize the Numeracy/LEAP 2025 correlation tool to project how students will perform on the LEAP 2025 Spring 2027 assessment. Emphasize areas of refinement through lessons and remediation as part of the Tier 1 curriculum. ❖ Actualize $\geq 100\%$ of the Typical Growth Target from Numeracy Diagnostic #1 to Numeracy Diagnostic #3. (Adjustments may be required once additional information on how Numeracy is scored and reported)

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:

- ❖ Cankton Elementary currently has all teaching positions filled; 35/39 fully certified; Remaining 4 actively enrolled in certification programs
- ❖ Master Schedule allows for maximization of instructional time and is also conducive to content-level planning
- ❖ Master Schedule allows for designated “mathematical center” time each school day - students receive small group remediation; fact fluency practice; reinforcement and extension of previous and current mathematical skills; frontloading;
- ❖ Implementation of Tier 1 Curriculum - iReady and Zearn
- ❖ Learning Center & Intervention program implements Tier II interventions for mathematical skills, concepts and application
- ❖ Progress monitoring of individual student progress through iReady and Zearn
- ❖ High-Dosage Tutoring presented in small groups provides additional support, intervention and remediation to students
- ❖ Learning Beyond the Bell after-school program provides additional support, intervention and remediation to students
- ❖ REAL Tutoring after-school program provides additional support, intervention and remediation to students
- ❖ District Math Instructional Specialists support teachers in the implementation of Tier 1 curriculum
- ❖ Instructional Coach support teachers in the implementation of Tier 1 curriculum
- ❖ iReady and Zearn specialists will continue to provide support at the district and school level
- ❖ STEAM program implements and supports Tier 1 curriculum in the areas of mathematical skills, concepts and application
- ❖ Embrace the Pace - mathematical tool utilized to implement and monitor curriculum and instructional pacing
- ❖ ILT analyzes school data - formal; informal; criterion based; standardized; etc. - to identify areas of strengths and weaknesses and develops strategies and plans to address and grow these areas
- ❖ ILT and all teaching and support staff participate in Learning Walks
- ❖ ILT utilizes trends and observations received through data analysis and learning walks to provide PLCs with focus areas
- ❖ Implementation and utilization of Success Criteria by teachers and students in all classrooms and content areas

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:

- ❖ Engage students in effective instruction that focuses on strengthening their knowledge of number sense, computation and mathematical reasoning skills
- ❖ Increase individual mathematical proficiency levels for all students as measured by Numeracy #3 (Kn. - 4th); and LEAP 2025 (3rd & 4th)

Student Learning Problem: Numeracy and LEAP 2025 data indicate that our students have an overall weakness in number sense, computation, mathematical reasoning and modeling and application.

Root Cause & Supporting Data:

- ❖ Inconsistency in delivery of Tier 1 curriculum and instructional alignment
- ❖ Over reliance on technology
- ❖ Inconsistent implementation of Response to Intervention during Accelerate time
- ❖ New enrollees that have never attended school (neither traditional, online, nor homeschool)

Student Impact (Measurable Impact):

- ❖ 47% of 1st - 4th grade students scored at least one grade level behind on the iReady Diagnostic (Spring 2026)
- ❖ 44% of 3rd grade students scored below Basic on the LEAP 2025 assessment (73% below Mastery)
- ❖ 35% of 4th grade students scored below Basic on the LEAP 2025 assessment (77% below Mastery)

Educator Professional Learning Needs:

- ❖ Job-embedded Professional Development Ongoing curriculum and instructional support from ILT, District Instructional Specialists, District Academic Team, Instructional Coach, Literacy Coach and curriculum specialists
- ❖ Ongoing pacing and time-management support from administration, ILT, District Instructional Specialists, District Academic Team, Instructional Coach, Literacy Coach and curriculum specialists
- ❖ Master Schedule that is conducive to job-embedded content-area collaboration and PLCs

ACTION STEPS Actions Steps & Progress Indicators					
<i>Strategies to address Root Cause</i>	<i>Specific Activities</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Indicators</i>	<i>Materials/Resources Funding Source and Cost</i>
Instructional	<p>Focused instruction in all grade levels on:</p> <ul style="list-style-type: none"> ❖ Implementation of Tier 1 iReady and Zearn Curriculum ❖ Implementation of individualized RTI during Accelerate to include ELL and ESS students ❖ Explanations of mathematical thinking and reasoning (explain steps taken to solve problem and why) ❖ Utilization of mathematical vocabulary ❖ High Dosage Tutoring ❖ Learning Beyond the Bell & REAL Tutoring 	<p>All content area teachers with increased emphasis on Math teachers;</p> <p>Resource Teachers</p> <p>ELL Interventionist</p> <p>Learning Center</p> <p>STEAM</p> <p>Instructional Coach</p>	<p>Aug. 2026 - May 2027</p>	<ul style="list-style-type: none"> ❖ Student progression towards Typical and Stretch Growth as indicated by iReady ❖ Student progression on standards mastery as indicated by iReady My Path 	<ul style="list-style-type: none"> ❖ Novatech - Riso SN 44104719; Yearly Maintenance - \$687.48
Cultural/ Behavioral	<ul style="list-style-type: none"> ❖ Schoolwide mathematical discourse evident in daily lessons ❖ Ongoing comprehensive spiral review on all formal and informal assessments 	<p>All Teachers</p> <p>Admin.</p>	<p>Aug. 2026- May 2027</p>	<ul style="list-style-type: none"> ❖ Increase in ability to effectively support mathematical processes and reasoning ❖ Increase in Fact Fluency 	

	<ul style="list-style-type: none"> ❖ Schoolwide Progress Monitoring of students (twice per 9 weeks) ❖ Schoolwide ELL Parent Night ❖ Schoolwide Parent Math Night ❖ Schoolwide Parent Open House & Conference Nights ❖ Schoolwide Parent Notification of iReady Progress 			<ul style="list-style-type: none"> ❖ Stakeholder engagement and feedback ❖ Parent Night(s) Agendas; Presentations; Sign-in Sheets ❖ Lesson Annotations 	
Operational	<ul style="list-style-type: none"> ❖ Weekly PLCs focused on student engagement, formative assessment, student work analysis and effective implementation of Tier 1 Math curriculum ❖ Cross-zone Teacher Collaboration PLCs focused on student engagement, student work analysis and curriculum implementation ❖ Administration PLCs (monthly) focused on curriculum implementation; teacher development & support; and student progression ❖ Beau Chene Zone Administration PLCs (monthly) focused on curriculum implementation; teacher development & 	<p>All Teachers Admin. ILT Team Math Instructional Specialists STEAM Instructional Coach</p>	Aug. 2026 - May 2027	<ul style="list-style-type: none"> ❖ PLC Meeting Notes and Next Steps ❖ ILT Meeting Notes and Next Steps ❖ PD Meeting Notes and Next Steps ❖ Admin & Zone Meeting Notes and Next Steps ❖ Increase in student performance as indicated on weekly assessments; Numeracy and LEAP 2025 	

	<p>support; and student progression</p> <ul style="list-style-type: none">❖ ILT's (bi-weekly) focused on data-driven decisions; student and teacher support❖ Attendance at Professional Development conferences				
<p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):</p> <p>K - 4th: iReady Curriculum based assessments (by teachers; assessed weekly), Numeracy (assessed 3 times/year); Zearn Progression;</p> <p>3rd - 4th: LEAP 2025 (administered by teachers; assessed at the end-of-the-year); Numeracy (assessed 3 times/year); Zearn Progression;</p>					

CORE ACADEMICS - SCIENCE		Tier 1 Resources:	Tier 1 Resources: K – 8: Amplify Science; Learning Center; EL Interventionist; After School & Summer Learning Programs; Instructional Coach; Instructional Specialist; Literacy Mentor; Title 1 Pre-K;												
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School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025												
Science Trends	<u>% Basic and Above</u> 3rd Grade - 57% (27% M/Adv) 4th Grade - 53% (18% M/Adv)	<u>% Basic and Above</u> 3rd Grade - 41% (13% M/Adv) 4th Grade - 56% (26% M/Adv)	<u>% Basic and Above</u> 3rd Grade - 56% (18% M/Adv) 4th Grade - 54% (25% M/Adv)												
Subgroup Trends	<u>ELL Subgroup % Basic and Above</u> 3rd Grade - 25% (1/4 Students) 4th Grade - 25% (2/8 Students) <u>ESS Subgroup % Basic and Above</u> 3rd Grade - 33% (3/9 Students) 4th Grade - 38% (3/8 Students)	<u>ELL Subgroup % Basic and Above</u> 3rd Grade - 38% (5/13 Students) 4th Grade - 20% (2/10 Students) <u>ESS Subgroup % Basic and Above</u> 3rd Grade - 8% (1/12 Students) 4th Grade - 40% (4/10 Students)	<u>ELL Subgroup % Basic and Above</u> 3rd Grade - 44% (4/9 Students) 4th Grade - 25% (3/12 Students) <u>ESS Subgroup % Basic and Above</u> 3rd Grade - 50% (2/4 Students) 4th Grade - 27% (3/11 Students)												

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 SMARTe Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?

**Focus Area #1:
(Content or Skill)**

Increase our students' understanding and ability to effectively demonstrate their knowledge of scientific concepts and skills through investigation and application and in addition, be able to properly convey their scientific reasoning.

LADOE Target(s)/Standard(s):

LEAP 2025 State Assessment:

4th Grade - A minimum of 50% of fourth grade students, who took LEAP 2025 as third graders, will grow a minimum of one achievement level - either from “low unsatisfactory” to a minimum of “high unsatisfactory”; “low approaching basic” to a minimum of “high approaching basic” from “low basic” to a minimum of “high basic”; if “mastery” was scored, grow at least one point; or maintain “advanced” on the Science component of LEAP 2025.

SMARTe Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):

3rd - 4th Grade (Pear Assessment) - 60% of students will meet their individual growth target as measured from Pear Assessment Diagnostic 1 (Fall) to Diagnostic 3 (Spring).

Benchmark Goals:**BOY Benchmark Goal**

- ❖ Utilize data from Pear Assessment diagnostics to identify individual students and/or groups of students who have similar instructional needs. Provide students/groups with differentiated instruction that addresses their instructional priorities and academic needs.
- ❖ Utilize Pear Assessment questions and assessments to assist students in reaching their personalized achievement goals and emphasize areas of refinement through lessons as a component of the Tier 1 curriculum.

MOY Benchmark Goal

	<ul style="list-style-type: none"> ❖ Utilize Pear Assessment #2 (Winter) data to differentiate instruction and remediation for students who score below grade level on each tested component. ❖ Actualize $\geq 40\%$ individual student growth from Pear Assessment Diagnostic #1 to Pear Assessment Diagnostic #2.
	EOY Benchmark Goal
	<ul style="list-style-type: none"> ❖ Actualize 60% individual student growth from Pear Assessment Diagnostic #1 to Pear Assessment Diagnostic #3.
<p style="text-align: center;"><u>AFFIRMATION</u></p> <ul style="list-style-type: none"> • 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? 	
<p>Areas of Progress:</p> <ul style="list-style-type: none"> ❖ Cankton Elementary currently has all teaching positions filled; 35/39 fully certified; Remaining 4 actively enrolled in certification programs ❖ Master Schedule allows for maximization of instructional time and is also conducive to content-level planning ❖ Master Schedule allows for designated STEAM Instruction each school day ❖ STEAM program implements and supports Tier 1 curriculum in the areas of scientific skills and concept, scientific investigation and application, and scientific reasoning ❖ Implementation of Tier 1 Curriculum - Amplify ❖ Learning Beyond the Bell after-school program provides additional support, intervention and remediation to students ❖ HDT and REAL Tutoring after-school program provides additional support, intervention and remediation to students ❖ District Science Instructional Specialists support teachers in the implementation of Tier 1 curriculum ❖ Literacy Coach & Instructional Coach support teachers in the implementation of Tier 1 curriculum ❖ ILT analyzes school data - formal; informal; criterion based; standardized; etc. - to identify areas of strengths and weaknesses and develops strategies and plans to address and grow these areas ❖ ILT and all teaching and support staff participate in Learning Walks ❖ ILT utilizes trends and observations received through data analysis and learning walks to provide PLCs with focus areas ❖ Implementation and utilization of Success Criteria by teachers and students in all classrooms and content areas 	

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:

- ❖ Engage students in effective instruction that focuses on strengthening their knowledge of scientific skills and concepts, scientific investigation and application, and scientific reasoning
- ❖ Increase individual scientific proficiency levels for all students as measured by LEAP 2025 (3rd & 4th)
- ❖ Implementation & utilization of Success Criteria by teachers and students in all classrooms and content areas

Student Learning Problem: LEAP 2025 data indicates that our students have an overall weakness in scientific skills and concepts, scientific investigation and application, and scientific reasoning.

Root Cause & Supporting Data:

- ❖ Inconsistency in delivery of Tier 1 curriculum and instructional alignment
- ❖ Over reliance on technology Inconsistent implementation of Response to Intervention during Accelerate time
- ❖ New enrollees that have never attended school (neither traditional, online, nor homeschool)

Student Impact (Measurable Impact):

- ❖ 44% of 3rd grade students scored below Basic on the LEAP 2025 assessment (82% below Mastery)
- ❖ 46% of 4th grade students scored below Basic on the LEAP 2025 assessment (75% below Mastery)

Educator Professional Learning Needs:

- ❖ Job-embedded Professional Development
- ❖ Ongoing curriculum and instructional support from ILT, District Instructional Specialists, District Academic Team, Instructional Coach, Literacy Coach and curriculum specialists
- ❖ Ongoing pacing and time-management support from administration, ILT, District Instructional Specialists, District Academic Team, Instructional Coach, Literacy Coach and curriculum specialists
- ❖ Master Schedule that is conducive to job-embedded content-area collaboration and PLCs

ACTION STEPS

Actions Steps & Progress Indicators					
<i>Strategies to address Root Cause</i>	<i>Specific Activities</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Indicators</i>	<i>Materials/Resources Funding Source and Cost</i>
Instructional	<p>Focused instruction in all grade levels on:</p> <ul style="list-style-type: none"> ❖ Implementation of Tier 1 Curriculum ❖ Implementation of individualized RTI during Accelerate to include ELL and ESS students ❖ Explanations of scientific thinking and reasoning (explain steps taken to solve problem and why) ❖ Utilization of Pear Assessment for student practice and progress monitoring ❖ Utilization of scientific vocabulary ❖ Learning Beyond the Bell & REAL Tutoring ❖ High Dosage Tutoring 	<p>All content area teachers with increased emphasis on science teachers;</p> <p>STEAM</p> <p>Resource Teachers</p> <p>ELL Interventionist</p> <p>Instructional Coach</p>	Aug. 2026 - May 2027	❖ Student progression on standards mastery as indicated by Pear Assessment	❖ PLTW Launch Participation Fee - \$950.00

Cultural/ Behavioral	<ul style="list-style-type: none"> ❖ Schoolwide scientific discourse evident in daily lessons ❖ Ongoing comprehensive spiral review on all formal and informal assessments ❖ Schoolwide STEAM instruction ❖ Schoolwide ELL Parent Night ❖ Schoolwide Parent Open House & Conference Nights 	All Teachers STEAM Admin.	Aug. 2026- May 2027	<ul style="list-style-type: none"> ❖ Increase in ability to effectively support scientific processes and reasoning ❖ Increase in scientific understanding, investigation, application and reasoning ❖ Stakeholder engagement and feedback ❖ Parent Night(s) Agendas; Presentations; Sign-in Sheets ❖ Lesson Annotations 	
Operational	<ul style="list-style-type: none"> ❖ Weekly PLCs focused on student engagement, formative assessment, student work analysis and effective implementation of Tier 1 Science curriculum ❖ Cross-zone Teacher Collaboration PLCs focused on student 	All Teachers STEAM Admin. ILT Team Science Instructional Specialists Instructional Coach	Aug. 2026 - May 2027	<ul style="list-style-type: none"> ❖ PLC Meeting Notes and Next Steps ❖ ILT Meeting Notes and Next Steps ❖ PD Meeting Notes and Next Steps ❖ Admin & Zone Meeting Notes and Next Steps 	

	<p>engagement, student work analysis and curriculum implementation</p> <ul style="list-style-type: none">❖ Administration PLCs (monthly) focused on curriculum implementation; teacher development & support; and student progression❖ Beau Chene Zone Administration PLCs (monthly) focused on curriculum implementation; teacher development & support; and student progression❖ ILT's (bi-weekly) focused on data-driven decisions; student and teacher support❖ Attendance at Professional				
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	Development conferences				
Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency): K - 4th: Embedded Assessments in Amplify Science (by teachers; assessed weekly); 3rd - 4th: Pear Assessment (by teachers; utilized weekly as practice and assessed 3 times/year as diagnostics/progress monitoring); LEAP 2025 (administered by teachers; assessed at the end-of-the-year);					

CORE ACADEMICS – SOC. STUDIES	Tier 1 Resources:	K - 4: Bayou Bridges; Learning Center; EL Interventionist; After School & Summer Learning Programs; Instructional Coach; Instructional Specialist; Literacy Mentor; Title 1 Pre-K;
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✓ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	✓ Employee Development
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Historical Data Trends:

School Year	2022 – 2023 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025
Social Studies Trends	<u>% Basic and Above</u> 3rd Grade - 34% (13% M/Adv) 4th Grade - 38% (14% M/Adv)	<u>% Basic and Above</u> 3rd Grade - 42% (18% M/Adv) 4th Grade - 50% (22% M/Adv)	<u>% Basic and Above</u> 3rd Grade - 42% (14% M/Adv) 4th Grade - 50% (26% M/Adv)
Subgroup Trends	<u>ELL Subgroup % Basic and Above</u> 3rd Grade - 0% (0/7 Students) 4th Grade - 22% (2/9 Students) <u>ESS Subgroup % Basic and Above</u> 3rd Grade - 40% (2/5 Students) 4th Grade - 8% (1/13 Students)	<u>ELL Subgroup % Basic and Above</u> 3rd Grade - 23% (3/13 Students) 4th Grade - 10% (1/10 Students) <u>ESS Subgroup % Basic and Above</u> 3rd Grade - 16% (2/12 Students) 4th Grade - 50% (5/10 Students)	<u>ELL Subgroup % Basic and Above</u> 3rd Grade - 0% (0/9 Students) 4th Grade - 33% (4/12 Students) <u>ESS Subgroup % Basic and Above</u> 3rd Grade - 0% (0/4 Students) 4th Grade - 9% (1/11 Students)

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](#)

<ul style="list-style-type: none"> Based upon the data trends, state target, and student learning needs, what is the <u>SMART E Goal Worksheet</u> 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)	Increase our students' understanding and ability to effectively interpret data, graphs and maps and also utilize sources and informational text to demonstrate their knowledge of historical events.
LADOE Target(s)/Standard(s):	<p>LEAP 2025 State Assessment:</p> <p>4th Grade - A minimum of 50% of fourth grade students, who took LEAP 2025 as third graders, will grow a minimum of one achievement level - either from "low unsatisfactory" to a minimum of "high unsatisfactory"; "low approaching basic" to a minimum of "high approaching basic" from "low basic" to a minimum of "high basic"; if "mastery" was scored, grow at least one point; or maintain "advanced" on the Social Studies component of LEAP 2025.</p>
SMART E Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	3rd - 4th Grade (Pear Assessment) - 60% of students will meet their individual growth target as measured from Pear Assessment Diagnostic 1 (Fall) to Diagnostic 3 (Spring).
Benchmark Goals:	BOY Benchmark Goal
	<ul style="list-style-type: none"> ❖ Utilize data from Pear Assessment diagnostics to identify individual students and/or groups of students who have similar instructional needs. Provide students/groups with differentiated instruction that addresses their instructional priorities and academic needs. ❖ Utilize Pear Assessment questions and assessments to assist students in reaching their personalized achievement goals and emphasize areas of refinement through lessons as a component of the Tier 1 curriculum.
	MOY Benchmark Goal

- ❖ Utilize Pear Assessment Diagnostic #2 (Winter) data to differentiate instruction and remediation for students who score below grade level on each tested component.
- ❖ Actualize $\geq 40\%$ individual student growth from Pear Assessment Diagnostic #1 to Pear Assessment Diagnostic #2.

EOY Benchmark Goal

- ❖ Actualize 60% individual student growth from Pear Assessment Diagnostic #1 to Pear Assessment Diagnostic #3.

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:

- ❖ Cankton Elementary currently has all teaching positions filled; 35/39 fully certified; Remaining 4 actively enrolled in certification programs
- ❖ Master Schedule allows for maximization of instructional time and is also conducive to content-level planning
- ❖ Implementation of Bayou Bridges Social Studies Curriculum
- ❖ High-Dosage Tutoring presented in small groups provides additional support, intervention and remediation to students
- ❖ Learning Beyond the Bell after-school program provides additional support, intervention and remediation to students
- ❖ REAL Tutoring after-school program provides additional support, intervention and remediation to students
- ❖ District Social Studies Instructional Specialists support teachers in the implementation of Tier 1 curriculum
- ❖ Literacy Coach & Instructional Coach support teachers in the implementation of Tier 1 curriculum
- ❖ ILT analyzes school data - formal; informal; criterion based; standardized; etc. - to identify areas of strengths and weaknesses and develops strategies and plans to address and grow these areas
- ❖ ILT and all teaching and support staff participate in Learning Walks
- ❖ ILT utilizes trends and observations received through data analysis and learning walks to provide PLCs with focus areas
- ❖ Implementation and utilization of Success Criteria by teachers and students in all classrooms and content areas

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:

- ❖ Engage students in effective instruction that focuses on strengthening their understanding and ability to effectively interpret data, graphs and maps and also utilize sources and informational text to demonstrate their knowledge of historical events.
- ❖ Increase individual social studies proficiency levels for all students as measured by LEAP 2025 (3rd & 4th)

Student Learning Problem: LEAP 2025 data indicates that our students have an overall weakness in being able to effectively establish context, examining sources and expressing claims, interpret data, graphs and maps and also utilize sources and comprehend and apply informational text.

Root Cause & Supporting Data: Upper grade students are still experiencing the impacts of virtual and inconsistent learning due to the Pandemic

- ❖ Inconsistency/lack of teaching staff at the first grade foundational level for 2 years
- ❖ Inconsistent implementation of Response to Intervention during Accelerate time
- ❖ Lack of a Tier 1 Social Studies Curriculum in recent academic years
- ❖ New enrollees that have never attended school (neither traditional, online, nor homeschool)

Student Impact (Measurable Impact):

- ❖ 58% of 3rd grade students scored below Basic on the LEAP 2025 assessment (86% below Mastery)
- ❖ 50% of 4th grade students scored below Basic on the LEAP 2025 assessment (74% below Mastery)

Educator Professional Learning Needs:

- ❖ Job-embedded Professional Development
- ❖ Ongoing curriculum and instructional support from District Instructional Specialists, District Academic Team and curriculum specialists
- ❖ Ongoing pacing and time-management support from administration, ILT and District Instructional Specialists
- ❖ Master Schedule that is conducive to job-embedded content-area collaboration and PLCs

ACTION STEPS Actions Steps & Progress Indicators					
<i>Strategies to address Root Cause</i>	<i>Specific Activities</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Indicators</i>	<i>Materials/Resources Funding Source and Cost</i>
Instructional	Focused instruction in all grade levels on: <ul style="list-style-type: none"> ❖ Implementation of Piloted “Bayou Bridges” Curriculum ❖ Implementation of individualized RTI during Accelerate to include ELL and ESS students ❖ Utilization of CER method to state claim and cite evidence in support of claim ❖ Exposure to data, graphs, maps, sources and informational text on a consistent basis ❖ Utilization of Pear Assessment for student practice and progress monitoring ❖ Learning Beyond the Bell & REAL Tutoring 	All content area teachers with increased emphasis on social studies teachers; Resource Teachers ELL Interventionist Instructional Coach	Aug. 2026 - May 2027	❖ Student progression on standards mastery as indicated by Pear Assessment	

Cultural/ Behavioral	<ul style="list-style-type: none"> ❖ Schoolwide social studies discourse evident in daily lessons ❖ Ongoing comprehensive spiral review on all formal and informal assessments ❖ Schoolwide ELL Parent Night ❖ Schoolwide Parent Open House & Conference Nights 	<p>All Teachers</p> <p>Admin.</p>	<p>Aug. 2026 - May 2027</p>	<ul style="list-style-type: none"> ❖ Increase in ability to effectively make and support claims based on the CER model ❖ Stakeholder engagement and feedback ❖ Parent Night(s) Agendas; Presentations; Sign-in Sheets ❖ Lesson Annotations 	
Operational	<ul style="list-style-type: none"> ❖ Weekly PLCs focused on student engagement, formative assessment, student work analysis and effective implementation of Social Studies Standards ❖ Cross-zone Teacher Collaboration PLCs focused on student engagement, student work analysis and curriculum implementation ❖ Administration PLCs (monthly) focused on 	<p>All Teachers</p> <p>Admin.</p> <p>ILT Team</p> <p>Social Studies Instructional Specialists</p> <p>Instructional Coach</p>	<p>Aug. 2026 - May 2027</p>	<ul style="list-style-type: none"> ❖ PLC Meeting Notes and Next Steps ❖ ILT Meeting Notes and Next Steps ❖ PD Meeting Notes and Next Steps ❖ Admin & Zone Meeting Notes and Next Steps 	

	<p>curriculum implementation; teacher development & support; and student progression</p> <ul style="list-style-type: none"> ❖ Beau Chene Zone Administration PLCs (monthly) focused on curriculum implementation; teacher development & support; and student progression ❖ ILT's (bi-weekly) focused on data-driven decisions; student and teacher support ❖ Attendance at Professional Development conferences 				
<p>Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):</p> <p>K - 4th: Embedded Assessments in Bayou Bridges (4th) and Social Studies instruction (by teachers; assessed weekly);</p> <p>3rd - 4th: Pear Assessment (by teachers; utilized weekly as practice and assessed 3 times/year as diagnostics/progress monitoring); LEAP 2025 (administered by teachers; assessed at the end-of-the-year);</p>					

Non-Core Academics

All CIR/UIR schools must address their identified subgroup(s) deficiency area(s) based on trend data. All other schools should select an area/areas for a non-core academic improvement area. 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**
- **DCAI (Dropout/Credit Accumulation Index)**
- **Interest and Opportunities**

NON-CORE ACADEMICS	Non-Core Academic Area(s) Chosen: <u>English Learners</u> Resources: K - 2: Core Knowledge Language Arts (CKLA); Grades 3 – English II: Louisiana Guidebooks through Imagine Learning; K - 8: iReady Classroom Mathematics; Tier 1 Resources: K – 8: Amplify Science; K - 3: Studies Weekly (S.S.); 4th: Bayou Bridges (S.S. Pilot); 4th: LDOE Course Framework (S.S.)		
	☒ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence ☒ Employee Development
Historical Data Trends:			
School Year	2023 – 2024	2024 – 2025	2025 – 2026
Trends	See Above for Individual Content Areas	See Above for Individual Content Areas	See Above for Individual Content Areas
Subgroup Trends	<u>ELA ELL Subgroup % Basic & Above</u> 3rd Grade - 50% (2/4 Students) 4th Grade - 12% (1/8 Students)	<u>ELA ELL Subgroup % Basic & Above</u> 3rd Grade - 38% (3/13 Students) 4th Grade - 20% (2/10 Students)	<u>ELA ELL Subgroup % Basic & Above</u> 3rd Grade - 22% (2/9 Students) 4th Grade - 8% (1/12 Students)
	<u>Math ELL Subgroup % Basic & Above</u> 3rd Grade - 50% (2/4 Students) 4th Grade - 63% (5/8 Students)	<u>Math ELL Subgroup % Basic & Above</u> 3rd Grade - 54% (7/13 Students) 4th Grade - 20% (2/10 Students)	<u>Math ELL Subgroup % Basic & Above</u> 3rd Grade - 22% (2/9 Students) 4th Grade - 58% (7/12 Students)
	<u>Science ELL Subgroup % Basic & Above</u> 3rd Grade - 25% (1/4 Students) 4th Grade - 25% (2/8 Students)	<u>Science ELL Subgroup % Basic & Above</u> 3rd Grade - 38% (5/13 Students) 4th Grade - 20% (2/10 Students)	<u>Science ELL Subgroup % Basic & Above</u> 3rd Grade - 44% (4/9 Students) 4th Grade - 25% (3/12 Students)
	<u>S.S. ELL Subgroup % Basic and Above</u> Didn't assess this school year	<u>S.S. ELL Subgroup % Basic and Above</u> 3rd Grade - 23% (3/13 Students) 4th Grade - 10% (1/10 Students)	<u>S.S. ELL Subgroup % Basic and Above</u> 3rd Grade - 44% (4/9 Students) 4th Grade - 33% (4/12 Students)

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 SMARTe Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?

**Focus Area #1:
(Content or Skill)**

Increase our ELL students' overall individual foundational literacy skills in order to improve their ability to effectively speak and comprehend the English language as well as read, comprehend and respond to both literary and informational text.

LADOE Target(s)/Standard(s):

4th Grade - A minimum of 50% of ELL fourth grade students, who took LEAP 2025 as third graders, will grow a minimum of one achievement level - either from "low unsatisfactory" to a minimum of "high unsatisfactory"; "low approaching basic" to a minimum of "high approaching basic" from "low basic" to a minimum of "high basic"; if "mastery" was scored, grow at least one point; or maintain "advanced" on the ELA component of LEAP 2025.

SMARTe Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):

Kn. - 4th (Pre/Post Assessment) - Students will achieve at least 60% or higher on the corresponding pre/post assessment from the Fall to Spring. (Adjustments may be required once additional information on how Numeracy is scored and reported).

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Focused instruction in all grade levels for ELL students on:</p> <ul style="list-style-type: none"> ❖ Implementation of Tier 1 Science of Reading Curriculum ❖ Implementation of individualized RTI during Accelerate to include ELL students ❖ Utilization of Amira Program with fidelity ❖ Progress Monitoring ❖ Master Schedule that outlines designated support by ELL Interventionists for all ELL students ❖ Conventions of writing ❖ Written Expression ❖ Citing of Textual Evidence ❖ Reading Comprehension ❖ Making inferences from text ❖ Learning Beyond the Bell & REAL Tutoring ❖ Accelerated Reader ❖ High Dosage Tutoring 	<p>All content area teachers with increased emphasis on ELA teachers;</p> <p>Resource Teachers</p> <p>ELL Interventionist</p> <p>Learning Center</p> <p>Instructional Coach</p>	<p>Aug. 2025 - May 2026</p>		
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 (by Kn. Teachers; assessed at beginning of the year); Amplify Boost Diagnostics (by K - 2 Teachers; assessed 3 times/year); DIBELS 8 (by Learning Center and trained teachers; assessed 3 times/year); Curriculum based assessments (by teachers; assessed weekly)

3rd - 4th - Numeracy (assessed 3 times/year) ; LEAP 2025 (administered by teachers; assessed at the end-of-the-year);
DIBELS 8 (by Learning Center and trained teachers; assessed 3 times/year); Curriculum based assessments (by teachers; assessed weekly)

PROFESSIONAL DEVELOPMENT ELA, Mathematics, Science, Social Studies, and Non-Core Academics				
✓ 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 <ul style="list-style-type: none"> ➤ ELA ➤ Math ➤ Science ➤ Social Studies <ul style="list-style-type: none"> ❖ Math Lead Teachers will attend District PD sessions as well as local, state, regional and national conferences as able. ❖ ELA Lead Teachers will attend District PD sessions as well as local, state, regional and national conferences as able. ❖ Science and Social Studies Teachers will attend District PD sessions as well as local, state, regional and national conferences as able. ❖ Health & Physical Education Teachers; STEAM Teachers; SPED Teachers; Music Teachers; Learning Center Teacher; Pre-K Teachers will attend District PD sessions as well as local, state, regional and national conferences as able. ❖ SEL (<i>What professional development is needed to ensure faculty members are able to implement the MTSS plan?</i>) 	Administration Math & ELA Lead Teachers Classroom Teachers Sped Teachers ILT Team SEL Chairperson PBIS Chairperson SBLC Chairperson ELL Interventionists Learning Center Teacher STEAM Teacher Instructional Coach	August 2026 - May 2027 Teacher Leader Summit		PLC Agendas & Sign-In Sheet ILT & SIT Agendas & Sign-In Sheets SEL Screeners SBLC Agendas & Sign-In Sheets PBIS Infraction Data JCampus Discipline Data District PD Agendas & Sign-In Sheets Local, state, regional and national conference agendas (as applicable) Learning Center Rosters ELL Interventionist Rosters

<ul style="list-style-type: none"> ➤ SEL - SEL Coordinator(s) will attend District PD sessions and redeliver received information to the staff. ➤ Academics - SBLC intervention & referral Process; RTI; Progress Monitoring; ➤ Behavior - PBIS Training; Referral Process; Tiered Intervention Supports ❖ Non-Core Academics - Amira Training and Support; ELL Interventionist Training; ❖ Cross-Zone Teacher and Administrator Collaboration 	Literacy Coach			Cross-Zone Teacher and Administrator Agendas & Sign-In
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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 2026 - 2027 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: Integration of SEL instruction throughout all content areas.

Indicator Focus Area 2: Integration of PBIS in all aspects of the school environment - bus; classroom; hallway; cafeteria; restroom; playground;

S	Teachers will deliver SEL instruction during health and physical education classes with reiteration and support provided in all content areas.	S	Development and implementation of a school-wide PBIS program that focuses on teaching expectations, rewarding met expectations and following a tiered system of interventions and consequences for unmet expectations.
M	Administration, ILT and SEL team will monitor implementation through lesson plans, learning walks, informal and formal observations.	M	We will recognize and celebrate students who consistently meet PBIS and behavioral expectations through “Gator of the Week”; morning shout-outs and PBIS parties. In addition, a system of infraction logs and JCampus data will be utilized to track unmet expectations, behavioral trends and discipline referrals.
A	SEL shall be reflective in daily lesson plans and observable in all classrooms and across all content areas.	A	PBIS shall be reflective in daily lesson plans and observable in all classrooms and across all school areas.

R	Addressing and focusing on our staff and students' SEL health and well-being allows for them to be better prepared and open to teaching and learning in all other aspects.	R	Addressing and focusing on our students' behavioral health and well-being allows for them to be better prepared and open to teaching and learning in all other aspects.
T	SEL screeners will be completed by the end of October. SEL instruction evident in weekly planning and daily lessons.	T	PBIS kick-off for students and parents (parent night) within the first 2 weeks of school. PBIS expectations and implementation PD for staff members at pre-school meeting. Review and revisits as needed as dictated by data.
I	SEL instruction will address the needs of all students.	I	PBIS instruction and implementation will address the needs of all students.
E	All students, to include students who receive resource, 504 and ELL services, will receive SEL instruction and support.	E	All students, to include students who receive resource, 504 and ELL services, will receive PBIS instruction and support.
Goal Statement: During the 2025 - 2026 academic year, we will work towards ensuring that every student on our campus receives weekly SEL instruction and support.		Goal Statement: During the 2025 - 2026 academic year, we will work towards ensuring that every student on our campus receives daily PBIS instruction and support.	

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	
<ul style="list-style-type: none"> ❖ Tier 1 curriculum instruction, resources and supports ❖ Teacher-led interventions ❖ Progress Monitoring 	<ul style="list-style-type: none"> ❖ PBIS - School-wide behavior expectations and support system ❖ SEL screening ❖ SEL instruction and support
Tier II	
<ul style="list-style-type: none"> ❖ Learning Center ❖ In-class interventions ❖ SBLC referral as applicable ❖ Additional interventions and supports 	<ul style="list-style-type: none"> ❖ Check-in/Check-out ❖ Referral to counselor as applicable ❖ Relationship Agreements
Tier III	
<ul style="list-style-type: none"> ❖ Individual/small group instruction ❖ Resource 	<ul style="list-style-type: none"> ❖ Check-in/Check-out ❖ BIP if applicable

Monitoring Interventions

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

ILT and administration will monitor interventions through learning walks and observations. Areas of concern will be addressed in PLCs and/or with individual teachers.

Scheduling

Mandatory:

What is the designated time for Explicit SEL Instruction?

SEL instruction takes place during students' health and physical education classes.

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

PLCs take place weekly on Wednesdays.

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.)

The master schedule has designated Accelerate time for students to work on areas of individualized needs.

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 RESPECTFUL	BE RESPONSIBLE
Classroom	I can keep hands, feet, and objects to myself.	I can raise my hand for permission to speak and leave my seat.	I can ask questions when I don't understand something.
Hallway	I can stay on the right side of the hallway.	I can respect the hard work displayed in the hallways.	I can walk quietly in the hallway.
Cafeteria	I can practice good table manners.	I can respect other people's likes and dislikes.	I can clean my area and dispose of trash in the proper place.
Restroom	I can dispose of trash in the proper place.	I can respect the privacy of others.	I can wash my hands before exiting the restroom.
Bus	I can remain seated while the bus is in motion.	I can follow the bus driver's directives.	I can keep my hands inside of the bus.
Arrival/ Dismissal	Arrive after 7:05 and leave before 3:20.	I can stay to the right and keep moving.	I can move directly to breakfast or the slab/classroom in the morning and directly to the bus or car line at dismissal.

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

At the beginning of the school year, we will begin with a PBIS kick off where all of our expectations will be explained thoroughly to students. Each week, we will have a specific expectation as a focus and it will be discussed daily over morning announcements and in the classroom. Specific area expectations will be posted around campus. Students will earn Gator Bucks for following these expectations and will be able to spend them on prizes.

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 & MTSS Parent and Family Engagement Open House ELL Night Grandparent's Day	Administration All Teachers Support Staff Administration Clentrice Charles Monica Durapau Grandparent's Day committee Administration All Teachers Support Staff	April 2026		

Reading & Math Night	Reading & Math Night committees Administration All Teachers Support Staff			
LEAP Night	Administration 3rd & 4th Grade Teachers			
Holiday Programs End of Year Programs & Events	Committees Administration All Teachers Support Staff			
Parental Correspondences & School Events				
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?				

MTSS Plan Overview	Open-house Parent Information Meeting; Student Handbook (school and district);
Academic Programs & Interventions	Open-house Parent Information Meeting; Student Handbook (school and district); LBTB invitation letters; Learning Center invites; DIBELS, Numeracy and LEAP score letters;
SEL & Behavior Interventions	Open-house Parent Information Meeting; Student Handbook (school and district); PBIS information letters
Community Involvement How are you going to foster community partnerships to assist with your MTSS Plan? <i>Please list below.</i> Programs and presentations on topics such as bullying; Eat Move Grow; Harvey Rabbit; Community Donations;	

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 grade-level and content areas, and support non-certified teachers in their pursuit of certification.

✓ 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
<ul style="list-style-type: none"> ❖ Identify teachers needing certification - TAT; OFAT ❖ Ensure TAT and OFAT teachers are enrolled in a certification program ❖ Assign TAT and OFAT teachers a mentor that will support them through their certification process ❖ Complete all necessary observations and paperwork required for certification ❖ Successful passing of required Praxis exams 	<p>Administration</p> <p>Teacher(s) seeking certification</p> <p>Mentor Teachers</p> <p>District Personnel Department</p>	Dependent on individual teacher needs		<p>Praxis scores</p> <p>Evidence of enrollment in certification program</p> <p>Observation feedback</p> <p>Certification</p>

Transition to Next Level School Programs

(Schoolwide Component 7)

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
<ul style="list-style-type: none"> ❖ Pre-K cross-visits to kindergarten ❖ 4th Grade student visit to Sunset Middle ❖ 4th Grade parent night at Sunset Middle to discuss what to expect during transition ❖ Cross-grade level (4th & 5th) teacher collaboration/PLC 	<p>Pre-K and Kn. Teachers</p> <p>4th & 5th Grade Teachers</p> <p>Administration from Cankton Elementary and Sunset Middle</p>	<p>August 2026 - May 2027</p> <p>March - May 2027</p>		Agendas and Sign-In sheets

Principal Supervisor Quarterly Review

Quarter #1 Date:	<i>Evidence and Resources Reviewed</i>	<i>Potential Adjustments</i>
Quarter #2 Date:	<i>Evidence and Resources Reviewed</i>	<i>Potential Adjustments</i>
Quarter #3 Date:	<i>Evidence and Resources Reviewed</i>	<i>Potential Adjustments</i>
Quarter #4 Date:	<i>Evidence and Resources Reviewed</i>	<i>Potential Adjustments</i>