SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

2026 - 2027

School Name: Opelousas Elementary School

School Principal Name: Angela Thomas and Stephanie Senegal

Grade Configuration: 3rd to 6th Grade

School Address: 730 S. Market St.

City, State, and Zip: Opelousas, LA 70570

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District Vision & Mission

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

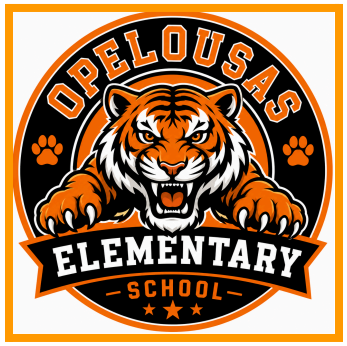
Mission Statement: The mission of the St. Landry Parish School Board is to ensure high quality instruction while working collaboratively with families and communities to maximize every student's potential.



Priorities

- **Student Achievement:** We will ensure every child maximizes their educational and personal potential by supporting families and students from cradle to career.
- **Exemplary Customer Service:** We will provide all stakeholders with caring, responsive, and inclusive experiences with the district.
- **Operational Excellence:** We will be responsible stewards of community resources for the achievement of district priorities.
- **Employee Development:** We will develop and provide opportunities for all employees in ways that help them grow and feel valued.

School Vision & Mission

Vision Statement:	**We envision Opelousas Elementary School as a place where every student belongs, every voice matters, and every learner is empowered to succeed. Through meaningful relationships, engaging instruction, and opportunities to grow, our students will develop the confidence, character, and skills to thrive today and lead tomorrow.**
Mission Statement:	**Together as one, Opelousas Elementary creates a collaborative community where every student is inspired to learn, empowered to achieve, and prepared to succeed.**
School Logo	

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: Angela Thomas Principal Stephanie L. Senegal	Date
Principal Supervisor: Marcella Fisher Principal Supervisor: Kelli Rabalis	Date

CONTACT INFORMATION

School-wide School Improvement Chairperson: Kelli Robin

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
Angela Thomas	Principal
Stephanie L. Senegal	Principal
Lacey Richard	Assistant Principal
Deidra Bossier	Assistant Principal
Kelli Robin	Teacher
Hannah Barron	Teacher
Angela Jenkins	Learning Center Teacher
Ashley Savoie	ESS Teacher
Doriel Lewis	Teacher
Angela Breaux	Teacher

Casey Vaughan	ESS Teacher
Deborah Campbell	Instructional Coach
Jamie Armitage	Literacy Mentor
Pamela Coleman	Instructional Coach
Michon Fay	Literacy Mentor
Javian Howard	Parent
Dominica Freeman	Parent
Jill Thomas	Parent
Anita Alfred	Parent
Jacqulyn Reed	Community Member
Alton Gatlin	Community Member
Perry Fontenot	Community Member
Priscilla Colligan	School Counselor
Lori Ware	Technology Facilitator/ Parent Liaison

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**
Technical Institute	**LSUE, SLCC**
Feeder School(s)	**Park Vista Elementary, Opelousas High School**
Community	**Our Saviors Church, Emmanuel Church, Bellevue Street Baptist Church, St. Landry Parish Sheriff's Department, Opelousas Police Department, Kiwanis Club of Opelousas, Boys and Girls Club, Hope For Opelousas, Dads and Kids, SU AG Center (SARDI) and LSU Ag Center (4-H)**
Business/Industry	**Williams Funeral Home, Lowes, Super 1 Foods of Opelousas, Benny's Super Market, Splash, Champagnes, Thrifty Way Pharmacy, Raising Canes, Coca-Cola, Sonya's Donuts, Sonic and Timeless on Main**
Private Grants	**KATC Tools For Schools, Autism of Acadiana Donors Choose, CDC's Louisiana Healthy Schools Health Grant 1801; Eat, Move, Grow: School Health and Wellness, LA Health Connections**
Other	**Raising Canes, Sonic, Pizza Hut-Book It Program, What-A-Burger, Mama's Fried Chicken, Opelousas Divine 9**

FACULTY ASSURANCE 3rd/4th Grade

DATE	NAME	POSITION/TITLE	SIGNATURE
8/24/26	Angela Thomas	Principal	
8/24/26	Lacey Richard	Asst. Principal	
8/24/26	Nyah Ford	Secretary	
8/24/26	Deborah Campbell	Instructional Coach	
8/24/26	Jamie Armitage	Literacy Mentor	
8/24/26	Davilynn Comb	3rd Grade Teacher	
8/24/26	Michael Breaux	3rd Grade Teacher	
8/24/26	Lynette Batiste	3rd Grade Teacher	
8/24/26	Lynnchetta Lewis	3rd Grade Teacher	
8/24/26	Athena Breaux	3rd Grade Teacher	
8/24/26	Zrwantinie Anderson-Guillory	3rd Grade Teacher	
8/24/26	Lisa Skinner	4th Grade Teacher	
8/24/26	Valerie Babineaux	3rd Grade ESS Teacher	
8/24/26	Ashley Savoie	3rd Grade ESS Teacher	

8/24/26	Jodie Thompson	4th Grade Teacher	
8/24/26	Hannah Barron	4th Grade Teacher	
8/24/26	Kelli Robin	4th Grade Teacher	
8/24/26	Tammy Johnson	4th Grade Teacher	
8/24/26	Valencia Leday	3rd/4th Grade ESS Teacher	
8/24/26	Angela Jenkins	Learning Center	
8/24/26	Michelle Batiste	4th Grade ESS Teacher	
8/24/26	Toriashlyn Guidry	4th Grade ESS Para	
8/24/26	Khadijah Quebedeaux	3rd Grade ESS Para	
8/24/26	Jaslyn Plumbar	3rd Grade ESS Para	
8/24/26	Bridgette Lazard	3rd Grade ESS Para	
8/24/26	Raymond Hayes	3rd Grade ESS Para	
8/24/26	Christine Jones	3rd/4th Grade ESS Para	
8/24/26	Mary Kimble	4th Grade ESS Para	
8/24/26	Kenneth Winbush	3rd/4th Grade ESS Para	
8/24/26	Miranda Sam	Learning Center Para	
8/24/26	Sheila Richard	Learning Center Para	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
8/24/26	Stephanie Senegal	Principal	
8/24/26	Deidra Bossier	Assistant Principal	
8/24/26	Dana Baloney	Bookkeeper	
8/24/26	Pamela Coleman	Instructional Coach	
8/24/26	Priscilla Colligan	Counselor	
8/24/26	Michon Fay	Literacy Mentor	
8/24/26	Lori Ware	Technology Facilitator	
8/24/26	Casey Vaughan	ESS Teacher	
8/24/26	Jeanette Fontenot	Culinary Teacher	
8/24/26	Nancy James	STEM Teacher	
8/24/26	An'jel Boyd	5th Grade ELA Teacher	
8/24/26	Jeremy Richard	5th Grade Math Teacher	
8/24/26	Brandy Richard	5th Grade ELA/SS Teacher	

8/24/26	Annette Richard	5th Grade Science/SS Teacher	
8/24/26	Angela Breaux	5th Grade Math/Science Teacher	
8/24/26	Sonya Nichol	6th Grade Science/SS Teacher	
8/24/26	Rochelle Milton	6th Grade ELA Teacher	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
8/24/26	Doriel Lewis	6th Grade ELA/SS Teacher	
8/24/26	Anika Guidry	6th Grade Math Teacher	
8/24/26	Sydnie Thibodeaux	6th Grade Math/ELA Teacher	
8/24/26	Dorsey Greene, Sr.	Band Teacher	
8/24/26	Dorsey Greene, Jr.	6th Grade Resource	
8/24/26	Jaqueline Nevills	5th Grade Resource	
8/24/26	Cherissa Gloston	5th/6th Grade Resource Para	
8/24/26	Clarissa Narcisse	5th/6th Grade Sped Para	
8/24/26	Jennie Zachery	5th/6th Grade Sped Para	
8/24/26	Tommie Tezeno	Custodian	
8/24/26	Gary Shine	Custodian	
8/24/26	Isaiah Lewis	Custodian	
8/24/26	Hailey Quebedeaux	Art	
8/24/26	Jerome Ford	Talented Teacher	

8/24/26	Michelle Savoy	Nurse	
8/24/26	Kathleen Turner	APE	
8/24/26			

Louisiana's Goals and Priorities

Educational Priorities

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

Six Critical Goals

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

Louisiana Believes:

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

Data Portfolio: Component 1

Data Types

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

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

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

Comprehensive Needs Assessment

SY 2024 - 2025 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
1.55% of third-grade students scored Benchmark or Above on the composite BOY DIBELS screener, up from 40% the previous year.	Dibels mClass
2. 27% of fourth-grade students scored Mastery or Advanced on the vocabulary component of the 2026 ELA LEAP.	Leap 2025
3.Reading Performance: 29% of fourth-grade students scored Mastery or Advanced on the reading performance component of the 2026 ELA LEAP, up from 24% from the previous year.	Leap 2025
4. 33% of fourth grade students were proficient in multiplication and division problems	Leap 2025

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: Effective Early Literacy Instruction and Progress Monitoring	
Instrument(s): Dibels/mClass, Lesson Plans, Walkthrough Data, Progress Monitoring Data	
Data Type: 1. Cognitive 2. Behavioral 3. Archival/Contextual	**Findings** 1. 55% of 3rd grade scored Benchmark or Above 2. Students actively participating in phonics, decoding, fluency, and small-group reading activities 3. Intervention schedules and progress monitoring records demonstrate consistent opportunities for targeted literacy instruction and ongoing assessment

Contributing Factor #2: Intentional Vocabulary Development Across ELA Instruction	
Instrument(s): Lesson Plans, Walkthroughs, Student Data, Surveys	
Data Type: 1. Cognitive 2. Behavioral 3. Attitudinal	**Findings** 1. 27% of 4th grade scored Mastery or Advanced on vocabulary component on LEAP 2. Observations of students using context clues, word meaning, applying vocabulary, reading, and written responses 3. Student confidence in using unfamiliar words and prioritize vocabulary development during instruction

Contributing Factor #3: Reading Comprehension Instruction of Use of Text Evidence	
Instrument(s): Leap Data, Planning, Walkthroughs, Assessments	
Data Type: 1. Cognitive 2. Behavioral 3. Archival/Contextual	**Findings** 1. 29% scored Mastery or Advanced on Leap 2. Observations of students citing text evidence, answering higher order questions, texts, written and reading responses 3.Student work and formative assessments

Comprehensive Needs Assessment

SY 2024 - 2025 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. Increase in performance on LEAP 2025, LEAP Connect, and ELPT	LEAP 2025 Assessment Results: ELA 5th grade increased from 734 to 736; ELA 6th grade increased from 730 to 740; Math 6th grade increased from ; 5th grade Science increased from ; 6th grade Science increased from 712 to 717; 5th grade Science increased from 719 to 723.
2. Collaboration between grade level teachers is high. - PLCs - Common Planning - Common Assessments - Effective Communication	- Master Schedule - PLC Agendas - Copy of Grade Level Assessments - Bullseye - Observations -Follow-Ups -Digital Data Tracker
3. Increase in effective and up-to-date technology - 1:1 Chromebooks - Interactive White Boards in all classrooms - Document Cameras -Smartboards in cafeteria and bandroom	- Fixed Asset Forms

4. Teacher/parent communication	Google Classroom Daily Postings, Rooms, Thrillshare
5.	

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:	
Instrument(s):	
Contributing Factor #1: Teacher Implementation of Tier 1 Curriculum	
Instrument(s): Tier 1 Curriculum and pacing guides, PLC agendas, ILT and SIT agendas, Administration Observations and Learning Walks, Instructional Specialists Observations and Learning Walks, Instructional Coach's Observations and Support, LEAP 2026 Data, I-Ready Diagnostic Data	
Data Type: 1. Attitudinal 2. Behavioral 3. Cognitive	**Findings** 1. Teachers participate in District provided, curriculum based professional developments 2. Tier 1 curriculum implementation is observed through class observations and learning walks

Contributing Factor #2:	
Instrument(s): Master Schedule, PLC Agendas, Copy of Grade Level Assessments,	
Data Type: 1. Cognitive 2. Cognitive 3. Behavioral	**Findings** 1. 71% of fifth grade students scored below basic on the Modeling and Application component of the LEAP2025 Math State Assessment. (58% in 2025) 2. 45% of sixth grade students scored below basic on the Modeling and Application component of the LEAP2025 Math State Assessment. (66% in 2024) 3. Classroom observations and feedback from school stakeholders-teachers, paraprofessionals, students, parents/guardians-indicate students struggle in the proficiency of math fact fluency and low student understanding of modeling and applying strategies to solve problems.

Contributing Factor #3:	
Instrument(s): Fixed Asset Forms	
Instrument(s): Tier 1 curriculum and pacing guides, Grade Level and Content Area PLC Agendas, Administration Observations and Learning Walks, Instructional Specialists Observations and Learning Walks, Instructional Coach Observations and Learning Walks, LEAP2025 Data, I-Ready Diagnostic Data	
Data Type: 1. Attitudinal 2. Behavioral 3. Cognitive	**Findings** 1. Feedback from teaching staff indicates that Accelerate time was often needed to complete Tier 1 curriculum components. 2. Classroom observations indicate that the focus on RTI was not implemented with fidelity during Accelerate time. 3. A substantial number of the subgroup of Students with Disabilities failed to meet their growth to mastery goal and scored below basic in all four content areas.

Comprehensive Needs Assessment

SY 2024 - 2025 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.Writing: 98.4% of third-grade students scored basic, approaching basic, or unsatisfactory on the written performance component of the 2026 ELA LEAP.	Leap 2025
2.Writing: 95% of fourth-grade students scored basic, approaching basic, or unsatisfactory on the written performance component of the 2026 ELA LEAP, a marked rise from 64.7 the previous year.	Leap 2025
3. 64% of fourth-grade students scored weak on solving problems with any operation	Leap 2025
4.	
5.	

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: Inconsistent Lesson Internalization	
Instrument(s): classroom observations, lesson plans, teacher discussions	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	**Findings** 1. Lesson plans and assessment data indicate that some teachers may need support identifying the depth of the standard and anticipating student misconceptions 2.Teacher surveys and interviews may reveal varying levels of confidence in planning and delivering rigorous, standard aligned lessons 3.Classroom walkthroughs may show inconsistent use of learning targets, purposeful questioning and checks for understanding

Contributing Factor #2: Limited Use of Student Data to Drive Instruction	
Instrument(s): Leap 2025, weekly assessments, PLC Data	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	**Findings** 1. Student assessment data may reveal gaps in mastery of grade-level standards 2.Teacher surveys may indicate a need for additional support or confidence in analyzing assessment data to plan instruction 3.Classroom observations may show limited differentiation, reteaching, or adjustments based on students' responses

Contributing Factor #3: Inconsistent Implementation of Instructional Practices	
Instrument(s): Walkthroughs, teacher surveys, school surveys, PLC/ILT Data	
Data Type: 1. Behavioral 2. Attitudinal 3. Archival/Contextual	**Findings** 1. Walkthrough data may show inconsistent student engagement, active participation, and opportunities for students to explain their thinking 2. teacher and student surveys may identify differences in perceptions of instructional effectiveness and student engagement

	3. Lesson plans, student achievement reports, and school climate survey results may identify patterns related to instructional consistency and academic outcomes

Comprehensive Needs Assessment

SY 2024 - 2025 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. 5th grade ELA- Vocabulary and Writing; 6th grade ELA- Vocabulary and Writing	LEAP2025; SAVVAS BOY-EOY, Class Observations and Assessments
2. 5th grade Math- Major Content, Interpreting Fraction, Place Values and Scaling a. 6th grade Math- Mathematical Reasoning and Modeling	LEAP2025; Ready Math BOY-EOY, Class Observations and Assessments
3. 5th grade Science-Investigate; 6th grade Science- Investigate and Evaluation	LEAP2025; Study Island BOY-EOY, Class Observations and Assessments
4. < than 95% of Attendance Rate	JCampus Attendance Data, Attendance Team Tracker
5. Student Behavior	JCampus Discipline Reports, PBIS Reports

6. 5th grade Social Studies- Renaissance, Reformation and Colonization a. 6th grade Social Studies- Examining Sources and Expressing Claims	LEAP2025; Study Island BOY-EOY, 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:

Instrument(s):

Contributing Factor #1: Guidebooks Curriculum is geared toward students who are at or above grade level.

Instrument(s): Tier 1 curriculum and pacing guides, Grade Level and Content Area PLC Agendas, Administration Observations and Learning Walks, Instructional Specialists Observations and Learning Walks, Instructional Coach Observations and Learning Walks, LEAP2026 Data, I-Ready Diagnostic Data

Data Type:	Findings
1. Cognitive 2. Cognitive 3. Behavioral	1. 61% of 5th grade students scored below basic on the Written Expression component of the LEAP2025 ELA State Assessment. (46% in 2024) 2. 41% of 6th grade students scored below basic on the Vocabulary component of the LEAP2025 ELA State Assessment (44% in 2024) 3. Below grade level use of grammar conventions and written expression observed through discussion of writing samples and writing assessments.

Contributing Factor #2: Lack of Use of I-Ready Tier 1 Curriculum with Fidelity

Instrument(s): Tier 1 curriculum and pacing guides, Grade Level and Content Area PLC Agendas, Administration Observations and Learning Walks, Instructional Specialists Observations and Learning Walks, Instructional Coach Observations and Learning Walks, LEAP2025 Data, I-Ready Diagnostic Data

Data Type:	Findings
1. Cognitive 2. Cognitive 3. Behavioral .	1. 61% of 5th grade students scored below basic on the Additional and Supporting Content component of the LEAP2026 Math State Assessment. 2. 63% of 6th grade students scored below basic on the Additional and Supporting Content component of the LEAP2026 Math State Assessment.

	3. Classroom observations and feedback from school stakeholders-teachers, paraprofessionals, students, parents/guardians-indicate students struggle in the proficiency of math fact fluency and low student understanding of modeling and applying strategies to solve problems.

Contributing Factor #3: Lack of Fidelity with Maximizing Accelerated Time for Response to Intervention (RTI)	
Instrument(s): Tier 1 curriculum and pacing guides, Grade Level and Content Area PLC Agendas, Administration Observations and Learning Walks, Instructional Specialists Observations and Learning Walks, Instructional Coach Observations and Learning Walks, LEAP2025 Data, Ready Math Diagnostic Data	
Data Type: 1. Attitudinal 2. Behavioral 3. Cognitive	**Findings** 1. Feedback from teaching staff indicates that Accelerate time was often needed to complete Tier 1 curriculum components. 2. Classroom observations indicate that the focus on RTI was not implemented with fidelity during Accelerate time. 3. A substantial number of the subgroup of Students with Disabilities failed to meet their growth to mastery goal and scored below basic in all four content areas.

Plan to Accomplish Student Achievement Goals

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

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

Action Plan

Title I Schoolwide Program Components: 1, 2, 3, 4, 6, 7, 8 **ESSA Schoolwide Plan Requirements 2 and 3**

Core Academics: ***ELA, Math, Science, Social Studies***	
Weaknesses:	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. ***List weaknesses for each Core Academic area and the subgroups.*** **3rd Grade ELA: Vocabulary and Informational Texts** **4th Grade ELA: Writings and Informational Text** **3rd Grade Math: Numbers and Operations and Geometry** **4th Grade Math: Numbers and Operations and Problem Solving** **3rd/4th Grade Science: Investigate, Evaluate, and Reason Scientifically** **3rd/4th Grade Social Studies: Construct and express claims supported with evidence from primary and secondary sources**
Objectives:	An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. ***Identify objectives for each Core Academic area and the subgroups.*** ELA: By the end of the 2026-2027 school year, increase the percentage of 3rd grade students demonstrating proficiency in written expression as measured by LEAP and school based writing assessments, through explicit writing instruction, constructed response practice, and regular feedback Math: By the end of the 2026-2027 school year, increase the percentage of students meeting grade-level expectations in mathematical problem-solving, as measured by assessments, through explicit instruction in problem-solving strategies, mathematical reasoning, and explaining solutions.

	Science: By the end of the 2026-2027 school year, increase the percentage of students demonstrating proficiency in science through standards-aligned instruction, handson investigations, academic vocabulary development, and regular progress monitoring using common assessments. Social Studies By the end of the 2026-2027 school year, increase the percentage of students demonstrating proficiency in social studies through standards-aligned instruction, primary-source analysis, academic vocabulary development, and regular assessment of students' ability to interpret information and explain concepts.:				
Evidence-Based Strategies:	☐ Data-Driven Decision Making	☐ Response to Intervention	☐ Job-Embedded PD	☐ Technology Integration	☐ Other:

CORE ACADEMICS - ELA	**Tier 1 Resources:**	K-4 Core Knowledge Language Arts	
☐ **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	3rd Grade: N/A 4th Grade: N/A	3rd Grade: N/A 4th Grade: N/A	3rd Grade:13% Mastery and Above 4th Grade: 27% Mastery and Above
Subgroup Trends			

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 SMART 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)**	Informational Text
LADOE Target(s)/Standard(s):	Reading Standards for Information Text Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Craft and Structure 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. With prompting and support, define the role of the author and the illustrator of a text and present the ideas or information in a text. Integration of Knowledge and Ideas 7. With prompting and support, make connections between the illustrations and the text. 8. With prompting and support, identify the reason(s) an author gives to support point(s) in a text. 9. With prompting and support, identify similarities and differences between two texts on the same topic. Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By the end of the 2026-2027 school year, 20% of students will achieve mastery or above on Leap 2025. By the end of the 2026-2027 school year, 100% of students will grow.

Benchmark Goals:	**BOY Benchmark Goal**
	• Students will establish baseline data for foundational skills as measured by DIBELS data. • Utilize DIBELS, Lexia, and iReady data to determine students' areas of strength and weakness. • Use LDOE to support students with increasing skills that will help them meet their typical growth target. • Utilize AR to help students increase reading fluency skills and reading informational texts.
	MOY Benchmark Goal
	• Use Lexia MOY and DIBELS MOY data to determine areas of support for students.
	EOY Benchmark Goal
	• Use Lexia EOY and DIBELS EOY data to determine areas of refinement through instructional practices and lesson development of the Tier 1 curriculum

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:

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: Progress Monitoring of students through High Dosage Tutoring, Learning Center, and Accelerate. Instructional and literacy coaches, CKLA school-level support, and district coaches will support teachers with instructional practices.

Student Learning Problem: LEAP and DIBELS data indicate that students are struggling with phonics, reading comprehension, informational text, and written expression.

Root Cause & Supporting Data: Inconsistent rigor in instructional practices based on the lack of certified teachers and absences, as noted by LEAP 2025, DIBELS, and Bullseye Data.
Student Impact (Measurable Impact): Increase in students' DiBELS Composite Scores
Educator Professional Learning Needs: Job-embedded professional development by instructional specialists, instructional coach, and literacy coach on assessment guidance, engaging students through rigor, analyzing student work, progress monitoring, and High Dosage Tutoring. Master schedules allow content and grade level collaboration. Planning lessons with components of LER specifically in the instruction domain.

ACTION STEPS
Actions Steps & Progress Indicators

Strategies to address Root Cause *(Choose at least one to action plan)*	***Specific Activities***	***Person(s) Responsible***	***Timeline***	***Progress Indicators***	***Materials/Resources Funding Source and Cost***
Instructional	Increase the creation of visual aids, charts, and diagrams to enhance classroom learning using HQIM.	Classroom Teachers		Lesson Plans, Student and Teacher Data	Amazon 1211.75

	Targeted Accelerate/Intervention/HDT and Instructional Support through Observations and ILT walkthroughs	Classroom Teachers Learning Center Interventionist ILT (admin, coaches, mentor, teachers)		Instructional Data Progress Monitoring Student Assessments ILT Walkthrough Data	School Specialty 138.38
Cultural/ Behavioral					
Operational	Weekly PLC and common planning to analyze student data, support instructional practices that will impact student learning, Aids in sharing of resources associated to the HQIM; tool used to communicate with stakeholders	Admin Teacher Instructional Coaches and Mentor		PLC Data Instructional Data Progress Monitoring Student Data Communication with Stakeholders Observation Data	Novatech Copier 3838.08

DELETE INFO THAT DOES NOT APPLY.
Include assessment frequency in parenthesis behind each assessment.

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

DIBELS 8, Assessments Embedded in CKLA,
3rd-5th: DIBELS 8
6th -8th: Assessments Embedded in Louisiana Guidebooks and iReady Diagnostics
High School: Assessments Embedded in Louisiana Guidebooks and Savvas My Perspective, LEAP 360 Interims

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

Historical Data Trends:

School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025
Math Trends	3rd Grade: 4th Grade:	3rd Grade: N/A 4th Grade: N/A	3rd Grade: 11% Mastery and Above 4th Grade: 21% Mastery and Above
Subgroup Trends			

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 SMART 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)**	Numbers and Operations
LADOE Target(s)/Standard(s):	***Conceptual understanding*** refers to understanding mathematical concepts, operations, and relations. It is more than knowing isolated facts and methods. Students should be able to make sense of why a mathematical idea is important and the kinds of contexts in which it is useful. It also allows students to connect prior knowledge to new ideas and concepts. · ***Procedural Skill and Fluency*** is the ability to apply procedures accurately, efficiently, and flexibly. It requires speed and accuracy in calculation while giving students opportunities to practice basic skills. Students' ability to solve more complex application tasks is dependent on procedural skill and fluency. · ***Application*** provides a valuable context for learning and the opportunity to solve problems in a relevant and meaningful way. It is through real-world application that students learn to select an efficient method to find a solution, determine whether the solution(s) make sense by reasoning, and develop critical thinking skills.
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	
Benchmark Goals:	**BOY Benchmark Goal**
	Students will establish baseline data for numeracy and application skills as measured by data. Utilize I-Ready and Zearn data to determine students' areas of strength and weakness. Use classroom data to support students with differentiated instruction. Use Zearn to support students with increasing skills that will help them with mastering grade level content

	MOY Benchmark Goal
	Use the I-READY alignment chart to determine where students might score on LEAP to determine small group focus during interventions in learning center and high dosage tutoring. Determine whole grade and small group support based on areas of concern. Reflect on current instructional practices that have helped support student growth.
	EOY Benchmark Goal
	Students will obtain grade-level proficiency in the area of major content and modeling and application as measured by I-READY and LEAP. Use I-Ready Data to determine areas of refinement through instructional practices and lesson development of the Tier I curriculum.

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: Progress Monitoring of students through High Dosage Tutoring, Learning Center, and Accelerate. Instructional coaches, iReady school-level support, and district coaches will support teachers with instructional practices.

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: Increase high-quality instruction in grades 3-4 Math to raise student proficiency to be on grade level.

Student Learning Problem: Students scored below grade level in major content such as numbers and operations, algebra, and geometry.

Root Cause & Supporting Data: Inconsistent rigor in instructional practices based on the lack of certified teachers and absences as noted by LEAP 2025, iReady Diagnostics, and Bullseye Data.
Student Impact (Measurable Impact):
Educator Professional Learning Needs: Job imbedded professional development by instructional specialists and instructional coach on assessment guidance, engaging students through rigor, analyzing student work, progress monitoring, and High Dosage Tutoring. Master schedules allow content and grade level collaboration. Planning lessons with components of LER specifically in the instruction domain.

ACTION STEPS
Actions Steps & Progress Indicators

Strategies to address Root Cause *(Choose at least one to action plan)*	*Specific Activities*	*Person(s) Responsible*	*Timeline*	*Progress Indicators*	*Materials/Resources Funding Source and Cost*
Instructional					
Cultural/ Behavioral					
Operational					

DELETE INFO THAT DOES NOT APPLY.
Include assessment frequency in parenthesis behind each assessment.

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

3rd-8 Assessments Embedded in iReady Classroom mathematics, iReady Diagnostics
High School: Assessments Embedded in Savvas Envision AGA

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

Historical Data Trends:

School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025
Science Trends			3rd Grade: 7% Mastery and Above 4th Grade: 21% Mastery and Above
Subgroup Trends			

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 SMART 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)	Develop Models Construct Models

	Use Models (Engage in Arguments)
LADOE Target(s)/Standard(s):	Apply Content Knowledge Investigate, Evaluate, and Reason Scientifically Connect Ideas Across Disciplines
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By the end of the 2025-2026 school year, 15% of students will show an increase in proficiency in Investigating, Evaluating, and Reasoning Scientifically as measured by Leap 2025.
Benchmark Goals:	**BOY Benchmark Goal**
	Students will establish baseline data for investigating, evaluating, and reasoning scientifically through Tier 1 curriculum-embedded assessments.
	MOY Benchmark Goal
	Students will show an increase in investigating, evaluating, and reasoning scientifically through Amplify Science lesson implementation.
	EOY Benchmark Goal
	Students will obtain grade-level proficiency in the area of major content to develop, construct, and use models to reason scientifically, as shown by Leap 2025 data.

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:

- 4th Grade Science achieved 21% Mastery and Above on the 2025-2026 LEAP 2025 assessment.
- Successful implementation of Tier 1 Amplify Science curriculum-embedded assessments across K-4 to establish baseline metrics and track student growth in investigating, evaluating, and reasoning scientifically.
- Increased integration of hands-on scientific investigation, modeling, and reasoning activities in daily instruction, supported by job-embedded professional development, instructional coaches, and PLCs.

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: Increase high-quality instruction in grades 3-4 in Science to raise student proficiency level to 15%.

Student Learning Problem: Students scored the lowest in evaluating science content.

Root Cause & Supporting Data: Inconsistent rigor in instructional practices based on the lack of certified teachers, teacher and absences as noted by LEAP 2025, Amplify Science, and Bullseye Data.

Student Impact (Measurable Impact): Increase to 15% Mastery and Above on Leap 2025 testing.

Educator Professional Learning Needs: Job-embedded professional development by instructional specialists and instructional coaches on assessment guidance, engaging students through rigor, analyzing student work, and progress monitoring. Support from Amplify Science Coaches. Master schedules allow content and grade level collaboration. Planning lessons with components of LER specifically in the instruction domain.

ACTION STEPS Actions Steps & Progress Indicators					
Strategies to address Root Cause *(Choose at least one to action plan)*	***Specific Activities***	***Person(s) Responsible***	***Timeline***	***Progress Indicators***	***Materials/Resources Funding Source and Cost***
Instructional					
Cultural/ Behavioral					
Operational					

DELETE INFO THAT DOES NOT APPLY.
Include assessment frequency in parenthesis behind each assessment.

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
Grades K – 8 Embedded Assessments in Amplify Science
High School Embedded Assessments in Biology and Chemistry OpenSciEd

CORE ACADEMICS – SOCIAL STUDIES	Tier 1 Resources:	Bayou Bridges	
☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development

Historical Data Trends:

School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025
Social Studies Trends			3rd Grade: 7% Mastery and Above 4th Grade: 20% Mastery and Above
Subgroup Trends			

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)**	Construct and express claims Use relevant evidence from primary and secondary sources Make connections (All areas of SS/ History, Geography, Civics, Economics)

LADOE Target(s)/Standard(s):	● Use a variety of primary and secondary sources regularly to learn content. ● Make connections among people, events, and ideas across time and place. ● Express informed claims supported by evidence from sources and content knowledge.
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By the end of the 2026-2027 school year, 15% of students will score Mastery or Above as measured by Leap 2025.
Benchmark Goals:	**BOY Benchmark Goal**
	Students will establish baseline data for constructing and expressing claims that are supported with relevant evidence from primary and secondary sources. through implementation of the Bayou Bridges Tier 1 curriculum.
	MOY Benchmark Goal
	Students will show an increase in using evidence from primary and secondary sources, as evidenced by Tier one curriculum-embedded assessments.
	EOY Benchmark Goal
	Students will obtain grade-level proficiency in the area of major content in history, civics, economics, and geography as shown by LEAP 2025.

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: Instructional, Literacy, and Content Area coaches will support teachers with instructional practices.

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: Increase high-quality instruction in grades 3-4 in Social Studies to raise student proficiency to 15% in each grade level.

Student Learning Problem: Over 60% of students were weak in all reporting categories on the previous LEAP assessment.

- **Root Cause & Supporting Data: Inconsistent in rigor in instructional practices based on the lack of certified teachers.**
- **Student Impact (Measurable Impact): Mastery and Above increased to 15% on Leap 2025**
- **Educator Professional Learning Needs: Job-embedded professional development by instructional specialists and instructional coaches on assessment guidance, engaging students through rigor, analyzing student work, and progress monitoring. Master schedules allow content and grade level collaboration. Planning lessons with components of LER specifically in the instruction domain.**

ACTION STEPS
Actions Steps & Progress Indicators

Strategies to address Root Cause *(Choose at least one to action plan)*	*Specific Activities*	*Person(s) Responsible*	*Timeline*	*Progress Indicators*	*Materials/Resources Funding Source and Cost*
Instructional	**PLTW**	**Nancy James**	**August 2026-May 2027**	**PLTW embedded educator resources**	**PLTW Hands On Learning Activities/$1900.00**
Cultural/ Behavioral					
Operational					

DELETE INFO THAT DOES NOT APPLY. **Include assessment frequency in parenthesis behind each assessment.** **Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:** **Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:** Grades K – High School: Embedded Assessments in each curriculum

Non-Core Academics

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

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

NON-CORE ACADEMICS	Non-Core Academic Area(s) Chosen: Students With Disabilities Resources:		
☐ 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
Trends			
Subgroup Trends			

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)	
LADOE Target(s)/Standard(s):	
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Instruction: • • •				

DELETE INFO THAT DOES NOT APPLY.

Include assessment frequency in parenthesis behind each assessment.

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

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 o **ELA** o **Math** o **Science** o **Social Studies** ● Math Lead Teachers will … ● ELA Lead Teachers will … ● Instructional coach (if applicable) will … ● **SEL (***What professional development is needed to ensure faculty members are able to implement the MTSS plan?* ● SEL ● Academics ● Behavior ● **Non-Core Academics**	Literacy Mentor, Instr. Coach, Administrators	Ongoing	Mileage-Deborah Campbell $89.61 Mileage-Angela Thomas $89.61	CLSD Agenda-Community of Practice PD (ELA)

MULTI-TIERED SYSTEM OF SUPPORT

☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development

SEL Foundation for MTSS Success

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

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

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

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

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

	Indicator Focus Area 1: Self Awareness		Indicator Focus Area 2: Responsible Decision-Making Skills
S	Teachers will deliver SEL lessons during physical education classes every Monday	**S**	We will develop an environment conducive to learning by ensuring a strong (PBIS) system is in place campus-wide.
M	Administrators will monitor observations of lessons during walk-throughs, formal observations, and lesson planning.	**M**	We will monitor success using PBIS data minor infraction logs and times of infraction by student and teacher in order to address identified behavioral concerns.
A	SEL will be integrated across the curriculum. The school's master schedule and	**A**	Cafeteria and hallway misbehavior are topics we will focus on to ensure that students are following the expectations of each area. We will ensure students understand and practice the expected behaviors. Teachers will model, monitor, correct, and reward as needed.

	Teachers' lesson plans should reflect SEL integration throughout the PBIS Schedule that will be emailed to teachers weekly by the administrator.		
R	This goal is relevant because SEL is a part of our school's MTSS plan and is recognized as a key part of it. We will address intentionally building school system and school leaders' foundational knowledge in SEL to create safe welcoming environments where stakeholders' social and emotional needs are met and students, families, and staff feel connected, valued, and included resulting in acquisition of emotional competencies while improving school culture, student achievement, and discipline infractions. This goal supports maximizing the academic achievement and social and emotional growth of all students.	R	This goal will help our students to understand the importance of PBIS. Student misbehavior will decrease and student learning will increase.
T	By the end of the first nine weeks, teachers will begin the scope and sequence for SEL instruction. Teachers will choose one focus area to help their students on daily lessons.	T	By the end of the first quarter, we will have explicitly taught all behavior expectations to all students. By the end of August all teachers will be familiar with PBIS rules and procedures. Focus areas will be identified monthly.
I	All students will be part of the SEL lessons. By focusing on SEL instruction, we	I	All students will be part of PBIS. By focusing on PBIS, we will increase student learning and decrease major infractions.

	hope to create an inclusive environment where all students feel welcomed.		
E	Developing SEL skills in students will strengthen their leadership skills and empower them to be life-long leaders on campus and beyond.	E	Developing PBIS skills in students will help them to identify situations that will empower them to be leaders on campus.
Goal Statement: By the end of the 2026-2027 school year, 100% of PE teachers will deliver weekly integrated SEL lessons during physical education classes using a defined scope and sequence, focusing on daily self-awareness skills to foster an inclusive, welcoming environment and empower all students as lifelong leaders, with progress monitored by administrators through walkthroughs, formal observations, and lesson plans.		**Goal Statement:** By the end of the 2026-2027 school year, 100% of teachers will explicitly teach and reinforce campus-wide PBIS expectations in all key school locations, with administrators and teachers monitoring success using minor infraction logs to reduce behavioral concerns and empower students as leaders.	

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	
Curricular resources Classroom instructional strategies	PBIS - School-wide behavior expectations

Tier II	
Small Group (Targeted Assistance)	Check-in/Check-out SEL Sensory Room
Tier III	
Individual or small group to address individual needs	Check-ins (Counselors and/or administrative team) Referral to Counselor Referral to Counseling (ESS) SEL Sensory Room

Monitoring Interventions

How will your school make sure that interventions are taking place? Monitor with nine week reward system for PBIS incentives

Scheduling

Mandatory:

What is the designated time for Explicit SEL Instruction? Once a Week for 45 minutes

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

Planning for the Future:

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

Behavior Expectations Matrix

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

Locations	Behavior Expectations

	BE SAFE	BE RESPECTABLE	BE RESPONSIBLE
Classroom	Keep hands, feet, & objects to yourself	Use appropriate language	Actively listen and participate in class
Hallway	Keep hands, feet, & objects to yourself	Keep your voice low	Carry a valid Hall Pass
Cafeteria	Wait in line for your turn	Exhibit good table manners by keeping food on your plate or in your mouth	Stay in designated area
Restroom	Wait in line for your turn	Keep walls & stalls free from graffiti	Stay in designated area
Bus	Enter and exit in an orderly fashion	Wait in line patiently	WALK in an orderly fashion
Arrival/ Dismissal		Stay to the right and keep moving.	Move directly to breakfast or class in the morning and go directly to your bus or carpool 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 review the student handbook, by section, in its entirety with each student. The schoolwide PBIS expectations are listed in the handbook. Specific area expectations posters are posted around the campus. PBIS expectations will be reviewed with students weekly. Teachers will constantly model, monitor, and review expectations as designated on the weekly expectation calendar.

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: The plan will widen educators' practices to ensure every student's family can be engaged in their students' academic growth in a meaningful and impactful way. Parents will be engaged through effective communication and interactive family events on campus to ensure they understand how to support their students. ● Welcome Night (Student Handbook, Discipline Procedures, JCampus Parent Portal) ● Hispanic Night ● Literacy Night ● Math Game Night				

- Read Across America with Dr. Seuss

MTSS Parent and Family Engagement:

- Coffee Talk (Bullying and Effective Parent/Teacher Conference)
- Open House

How are you going to communicate with parents about the MTSS plan? Parents will be communicated the MTSS plan via email as well as other interactive activities on campus to ensure collaboration is promoted between families and school.
How are you working with students this year? Having data talks to focus on academics and behavior talks for behaviors. Students will be called into the office or PLC to have student chats.
How are you going to increase parental involvement in MTSS? We will increase parent involvement on our campus by: communicating students progress with their families, assisting with identifying productive interventions at home to enhance student learning, and set clear expectations for parent involvement

MTSS Plan Overview	The goal of the MTSS Plan is to support the academic and social-emotional competence of every student on the campus. Improve outcomes for all students, including those with disabilities and from underrepresented groups.
Academic Programs & Interventions	Create positive, predictable, equitable, and safe learning environments to enhance academic success.
SEL & Behavior Interventions	The SEL and Behavior Interventions will focus on prevention rather than punishment to improve social-emotional competence

Community Involvement
How are you going to foster community partnerships to assist with your MTSS Plan? *Please list below.*

- *Survey community partners*
- *Invite Community Partners to Events*
- *Seek donations from local businesses to reward students and teachers*
- *Involve community and businesses in the decision making process*

Instruction by Certified Teachers – Certified Teacher Recruitment

(Schoolwide Component 3)

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

☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence		☐ Employee Development
Action Steps	**Persons Responsible**	**Target Date(s)/Timeline**	**Materials/Resources Funding Source(s) and Cost**	**Documentation**
• Invite new teachers to enroll in the St. Landry Parish Educator Empowerment Academy • New Teacher Professional Developments • Enroll in Alternative Program	Administrators New Teachers Personnel Recruitment Coordinator			

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**
Transition students to elementary school with prerequisite skills for 3rd grade	Teachers Parent Educator Administration Primary School Admin			

Principal Supervisor Quarterly Review

Quarter #1 ***Date:***	***Evidence and Resources Reviewed***	***Potential Adjustments***
Quarter #2 ***Date:***	***Evidence and Resources Reviewed***	***Potential Adjustments***
Quarter #3 ***Date:***	***Evidence and Resources Reviewed***	***Potential Adjustments***
Quarter #4 ***Date:***	***Evidence and Resources Reviewed***	***Potential Adjustments***

Action Plan

Title I Schoolwide Program Components: 1, 2, 3, 4, 6, 7, 8 **ESSA Schoolwide Plan Requirements 2 and 3**

Core Academics: *ELA, Math, Science, Social Studies*					
Weaknesses:	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. ***List weaknesses for each Core Academic area and the subgroups.***				
Objectives:	An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. ***Identify objectives for each Core Academic area and the subgroups.***				
Evidence-Based Strategies:	X Data-Driven Decision Making	X☐ Response to Intervention	X☐ Job-Embedded PD	☐ XTechnology Integration	☐ Other:

CORE ACADEMICS - ELA	**Tier 1 Resources:**		
X☐ **Student Achievement**	☐ **Exemplary Customer Service**	☐ **Operational Excellence**	X☐ **Employee Development**

Historical Data Trends:

School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025
ELA Trends	% Basic and Above 5th Grade - 56% 6th Grade - 56%	% Basic and Above 5th Grade - 64% 6th Grade - 65%	% Mastery and Above 5th Grade - 26% 6th Grade - 26%
Subgroup Trends	ELL Subgroup % Proficient and Above 5th Grade- 6th Grade-	ELL Subgroup % Proficient and Above 5th Grade- 6th Grade-	ELL Subgroup % Proficient and Above 5th Grade- 6th Grade-

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):	LEAP 2025 State Assessment: 5th Grade - A minimum of 30% of fifth grade students , who took LEAP 2026 as fourth graders, will move from one sub achievement level to the next. on the ELA component of LEAP 2025.

	5th Grade - A minimum of 25% of fifth grade students, who took LEAP 2025 as fourth graders, will meet or exceed their individual Growth to Mastery target on the ELA component of LEAP 2025. 6th Grade - A minimum of 25% of sixth grade students , who took LEAP 2025 as fifth graders, will move from one sub achievement level to the next on the ELA component of LEAP 2025. 6th Grade - A minimum of 25% of sixth grade students, who took LEAP 2025 as fifth graders, will meet or exceed their individual Growth to Mastery target on the ELA component of LEAP 2025.
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	5th Grade - 75% of students will achieve ≥ 80% of their typical growth target from Beginning Of Year Assessment (Fall) to End Of Year Assessment (Spring). 6th Grade - 75% of students will achieve ≥ 80% of their typical growth target from Beginning Of Year Assessment (Fall) to End Of Year Assessment (Spring)
Benchmark Goals:	**BOY Benchmark Goal** ➔ Utilize data from Savvas MyRealize 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 data from Savvas diagnostics to identify individual students and/or groups of students who have similar instructional needs.

	➔ Utilize data from Savvas diagnostics to provide students/groups with differentiated instruction that addresses their instructional priorities and academic needs. ➔ Utilize Savvas data to assist students with meeting or exceeding their typical growth target by Spring Savvas End of Year Diagnostic.
	MOY Benchmark Goal
	➔ Utilize Savvas Diagnostic 2 (Mid) data to differentiate instruction and remediation for students who score below grade level on each tested component. ➔ Actualize ≥ 50% of Overall Scale Score from Savvas Diagnostic #1 to Savvas Diagnostic #2.
	EOY Benchmark Goal
	➔ Emphasize the areas of refinement through lessons and remediation as part of the Tier 1 curriculum. ➔ Actualize ≥ 80% of Overall Scale Score from Savvas Diagnostic #1 to Savvas 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:

- Opelousas Elementary School currently has all teaching positions filled. (10 certified teachers, 3 teachers in certification program)
- Master schedule allows for maximization of instructional time.
- The master schedule is conducive to grade level and content area planning.
- Implementation of Tier 1 Curriculum based on Science of Reading principals. (Savvas)
- Progress monitoring of individual student progress through iReady and Savvas.
- Lexia Program (students progress is monitored, tracked, recognized, and regularly celebrated.)
- Zearn Program (students progress is monitored, tracked, recognized, and regularly celebrated.)
- 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 Specialist support teachers in the implementation of Tier 1 Curriculum
- District ELA Instructional Coach supports teachers in the implementation of Tier 1 Curriculum
- District ELA Literacy Mentor supports teachers in the implementation of Tier 1 Curriculum
- Savvas specialists provide support at the district and school level
- ILT analyzes school data to identify areas of strength and weaknesses and develop 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 topics of discussion
- Implementation of school-wide writing strategies in the form of CER writing model

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 all students in effectively reading, listening, speaking, and writing everyday
- Increase individual literacy proficiency levels for all students as measured by Saavas End of Year Diagnostic
- Effective school-wide implementation of CER across the curriculum
- Increase student writing conventions and proficiency as measured by in-class writing and responding opportunities.

Student Learning Problem: Savvas and LEAP 2025-2026 data indicate that OES students have an overall weakness in vocabulary and writing.

Root Cause & Supporting Data:

Student Impact (Measurable Impact): Educator Professional Learning Needs:

- 68% of 5th grade students scored below Basic on the Reading Performance component on LEAP2025 Spring 2025 assessment; 65% of 5th grade students scored below Basic on the Vocabulary sub category.
- 75% of 6th grade students scored below Basic on the Reading Performance component on LEAP2025 Spring 2025 assessment; 71% of 6th grade students scored below Basic on the Vocabulary sub category.
- 92% of 5th grade students scored below Basic on the Written Performance component on LEAP2025 Spring 2025 assessment.
- 87% of 6th grade students scored below Basic on the Written Performance component on LEAP2025 Spring assessment.

Educator Professional Learning Needs:

- Job-embedded professional development
- Ongoing curriculum and instructional support from District Instructional Specialist
- Ongoing curriculum and instructional support from the District Instructional Coach
- Ongoing curriculum and instructional support from the District Literacy Mentor
- Ongoing curriculum and instructional support from the Savvas Instructional Specialist
- Ongoing support of pacing and time management provided by administration, ILT, district instructional specialist, district literacy mentor, and district instructional coach
- Master schedule allows for job-embedded content area, and grade level collaboration during PLCs

ACTION STEPS
Actions Steps & Progress Indicators

Strategies to address Root Cause *(Choose at least one to action plan)*	***Specific Activities***	***Person(s) Responsible***	***Timeline***	***Progress Indicators***	***Materials/Resources Funding Source and Cost***
Instructional	Increase the creation of visual aids, charts, and diagrams to enhance classroom learning using HQIM.	Classroom Teachers		Lesson Plans, Student and Teacher Data	
	Targeted Accelerate/Intervention/HDT and Instructional Support through Observations and ILT walkthroughs	Classroom Teachers Learning Center Interventionist ILT (admin, coaches, mentor, teachers)		Instructional Data Progress Monitoring Student Assessments ILT Walkthrough Data	

Cultural/ Behavioral					
Operational	Weekly PLC and common planning to analyze student data, support instructional practices that will impact student learning, Aids in sharing of resources associated to the HQIM; tool used to communicate with stakeholders	Admin Teacher Instructional Coaches and Mentor		PLC Data Instructional Data Progress Monitoring Student Data Communication with Stakeholders Observation Data	Novatech Copier 3838.08

DELETE INFO THAT DOES NOT APPLY.
Include assessment frequency in parenthesis behind each assessment.

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
K-2: DRDP-K, DIBELS 8, Assessments Embedded in CKLA, iReady Diagnostics
3rd-5th: DIBELS 8, Louisiana Guidebooks, iReady Diagnostics
6th -8th: Assessments Embedded in Louisiana Guidebooks and iReady Diagnostics

CORE ACADEMICS - MATH	Tier 1 Resources:	K - 8: Ready Math Classroom Mathematics	
X□ Student Achievement	□ Exemplary Customer Service	□ Operational Excellence	□X Employee Development

Historical Data Trends:

School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025
Math Trends	% Basic and Above 5th Grade - 46% 6th Grade - 39%	% Basic and Above 5th Grade - 38% 6th Grade - 49%	% Mastery and Above 5th Grade -22.7% 6th Grade - 9%
Subgroup Trends	ELL Subgroup % Basic and Above 5th Grade- 6th Grade-	ELL Subgroup % Basic and Above 5th Grade- 6th Grade-	ELL Subgroup % Basic and Above 5th Grade- 6th Grade-

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' math fact fluency skills and understanding of fractions and decimals in relation to number sense. Also, increase our students' ability to utilize mathematical skills to effectively reason, model, and apply mathematical reasoning skills.
LADOE Target(s)/Standard(s):	LEAP 2025 State Assessment: 5th Grade - A minimum of 25% of fifth grade students , who took LEAP 2026 as fourth graders, will move from one sub achievement level to the next on the Math component of LEAP 2026. 5th Grade - A minimum of 25% of fifth grade students, who took LEAP 2026 as fourth graders, will meet or exceed their individual Growth to Mastery target on the Math component of LEAP 2026. 6th Grade - A minimum of 25% of sixth grade students , who took LEAP 2026 as fifth graders, will move from one sub achievement level to the next on the Math component of LEAP 2026. 6th Grade - A minimum of 25% of sixth grade students, who took LEAP 2026 as fifth graders, will meet or exceed their individual Growth to Mastery target on the Math component of LEAP 2026.
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	5th Grade - 70% of students will achieve ≥ 80% of their typical growth target from Diagnostic 1 (Fall) to Diagnostic 3 (Spring). 6th Grade - 70% of students will achieve ≥ 80% of their typical growth target from Diagnostic 1 (Fall) to Diagnostic 3 (Spring).

Benchmark Goals:	**BOY Benchmark Goal**
	Utilize data from Zearn reports 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 data from Ready diagnostics to identify individual students and/or groups of students who have similar instructional needs. ➔ Utilize data from iReady diagnostics to provide students/groups with differentiated instruction that addresses their instructional priorities and academic needs. ➔ Utilize Zearn to assist students with meeting or exceeding their growth target by Spring iReady Diagnostic 3.
	MOY Benchmark Goal
	➔ Utilize iReady Diagnostic 2 (Winter) data to differentiate instruction and remediation for students who score below grade level on each tested component. ➔ Actualize ≥ 50% of Typical Growth Target from iReady Diagnostic #1 to iReady Diagnostic #2
	EOY Benchmark Goal
	➔ Utilize the iReady/LEAP 2025 correlation tool to project how students will perform on the LEAP 2025 Spring 2024 Assessment. Also, emphasize the areas of refinement through lessons and remediation as part of the Tier 1 curriculum.

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:

- ❖ **Opelousas Elementary School currently has all teaching positions filled. (10 certified teachers, 3 teachers in certification program)**
- ❖ **Master schedule allows for maximization of instructional time.**
- ❖ **The master schedule is conducive to grade level and content area planning.**
- ❖ **Implementation of Tier 1 Curriculum I-Ready.**
- ❖ **Progress monitoring of individual student progress through Zearn.**
- ❖ **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 Specialist support teachers in the implementation of Tier 1 Curriculum**
- ❖ **District Math Instructional Coach supports teachers in the implementation of Tier 1 Curriculum**
- ❖ **I-Ready specialists provide support at the district and school level**
- ❖ **ILT analyzes school data to identify areas of strength and weaknesses and develop 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 topics of discussion**
- ❖ **ILT implementation of lesson planning protocols.**

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 all students in effectively modeling and applying mathematical reasoning skills to solve math problems
- Increase individual mathematical proficiency levels for all students as measured by EOY assessment and LEAP 2026
- Effective school-wide implementation of CUBES strategy in Math

Student Learning Problem:

- Zearn and LEAP2025 data verify that our students have an overall weakness in math fact fluency, computation, mathematical reasoning, and modeling and application

Root Cause & Supporting Data:

- Failure to effectively implement Response to Intervention during Accelerate time
- Failure to master basic fact fluency
- Impacts of inconsistent learning due to Covid-19 pandemic and virtual learning are still impacting the 5th and 6th grade students

Student Impact (Measurable Impact): Educator Professional Learning Needs:

- 80% of 5th grade students scored Basic or below on the Major Content category on LEAP2026 Spring assessment.
- 83% of 6th grade students scored Basic or below on the Major Content category on LEAP2026 Spring assessment.
- 89% of 5th grade students scored Basic or below on the Math Reasoning and Modeling category on LEAP2026 Spring assessment.
- 80% of 6th grade students scored Basic or below on the Math Reasoning and Modeling category on LEAP2026 Spring assessment.
- 79% of 5th grade students scored Basic or below on the Additional and Supporting Content category on LEAP2026 Spring assessment.
- 80% of 6th grade students scored Basic or below on the Additional and Supporting Content category on LEAP2026 Spring assessment.

Educator Professional Learning Needs:

- Job-embedded professional development

- ❖ Ongoing curriculum and instructional support from District Instructional Specialist
- ❖ Ongoing curriculum and instructional support from the District Instructional Coach
- ❖ Ongoing curriculum and instructional support from the I-Ready Instructional Specialist
- ❖ Ongoing support of pacing and time management provided by administration, ILT, district instructional specialist, and district instructional coach
- ❖ Master schedule allows for job-embedded content area, and grade level collaboration during PLCs

ACTION STEPS
Actions Steps & Progress Indicators

Strategies to address Root Cause *(Choose at least one to action plan)*	*Specific Activities*	*Person(s) Responsible*	*Timeline*	*Progress Indicators*	*Materials/Resources Funding Source and Cost*
Instructional	Intentional instruction in all grade levels on the following concepts: ★ Implementation of Tier 1 Fifth Grade Bayou Bridges curriculum ★ Implementation of Tier 1 Sixth Grade Bayou	All content area teachers with increased emphasis on Social Studies teachers Resource teachers ELL interventionist		★ Students progression on standards mastery as indicated by Bayou Bridges	

	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 ★ Learning Beyond the Bell ★ REAL Tutoring ★ Utilized to display exemplar models of student work	Administration			

	★ include ELL and ESS students ★ Utilization of CER method to state, claim, and cite evidence in support of claim ★ Learning Beyond the Bell ★ REAL Tutoring ★ Utilized to display exemplar models of student work				
Cultural/ Behavioral	★ School-wide historical discourse as evident in daily lessons ★ Ongoing comprehensive spiral review	All teachers Administration		★ Stakeholder engagement and feedback ★ Parent night agendas, presentations, and sign in sheets	

	on formal and informal assessments ★ School-wide recognition and activities for Spanish Heritage Month ★ School-wide Report Card Open House			★ Annotated lessons	
Operational	★ Bi-Weekly Grade Level PLCs focused on student engagement, formative assessments, student work analysis and effective implementation of Tier 1 Bayou Bridges Curriculum			★ PLC agendas, meeting notes, exit tickets, Google forms, and next steps ★ ILT agendas, meeting notes, Google forms, and next steps ★ Administration meeting notes and next steps	

	Bi-Weekly Content Area PLCs focused on student engagement, formative assessments, student work analysis and effective implementation of Bayou Bridges curriculums ★ Administration PLCs (monthly) focused on curriculum implementation, teacher development, teacher support, and student progression ★ Opelousas Zone Administration				

	★ ILT meetings focused on data-driven decision making to support students and teachers				

DELETE INFO THAT DOES NOT APPLY.
Include assessment frequency in parenthesis behind each assessment.

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
Assessments
5th Grade: Embedded assessments in Bayou Bridges and Social Studies instruction (by teachers; assessed weekly)
6th Grade: Embedded assessments in Bayou Bridges and Social Studies instruction (by teachers; assessed weekly)
Study Island (By teachers, utilized weekly as practice and assessed three times per year (administered by teachers; assessed at beginning and end of year)

CORE ACADEMICS - SCIENCE	Tier 1 Resources:	Tier 1 Resources: K – 8: Amplify Science	
X□ Student Achievement	□ Exemplary Customer Service	□ Operational Excellence	□X Employee Development

Historical Data Trends:

School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025
Science Trends	% Basic and Above 5th Grade - 45% 6th Grade - 34%	% Basic and Above 5th Grade - 54% 6th Grade - 45%	% Mastery and Above 5th Grade - 13% 6th Grade - 12%
Subgroup Trends	ELL Subgroup % Basic and Above 5th Grade- 6th Grade-	ELL Subgroup % Basic and Above 5th Grade- 6th Grade-	ELL Subgroup % Basic and Above 5th Grade- 6th Grade-

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. In addition, students will properly convey their scientific reasoning skills.

LADOE Target(s)/Standard(s):	LEAP 2025 State Assessment: 5th Grade - A minimum of 25% of fifth grade students , who took LEAP 2025 as fourth graders, will move from one sub achievement level to the next on the Science component of LEAP 2025. 6th Grade - A minimum of 25% of fifth grade students, who took LEAP 2025 as fifth graders, will move from one sub achievement level to the next on the Science component of LEAP 2025. 5th Grade - A minimum of 25% of fifth grade students , who took LEAP 2025 as fourth graders, will meet or exceed their individual Growth to Mastery target on the Science component of LEAP2025. 6th Grade - A minimum of 25% of sixth grade students, who took LEAP 2025 as fifth graders, will meet or exceed their individual Growth to Mastery target on the Science component of LEAP 2025.
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	5th Grade - 25% of students will reach Mastery or Above on the Investigate component on the LEAP 2025 assessment. 6th Grade - 25% of students will reach Mastery or Above on the Investigate component on the LEAP 2025 assessment.
Benchmark Goals:	**BOY Benchmark Goal**
	Utilize data from Study Island 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 data from Study Island diagnostics to identify individual students and/or groups of students who have similar instructional needs. ➔ Utilize data from Study Island diagnostics to provide students/groups with differentiated instruction that addresses their instructional priorities and academic needs.

	➔ Utilize Amplify Science 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 Study Island Diagnostic 2 (Winter) data to differentiate instruction and remediation for students who score below grade level on each tested component. ➔ Actualize ≥ 50% of Typical Growth Target from Study Island Diagnostic #1 to Study Island Diagnostic #2
	EOY Benchmark Goal
	➔ Actualize ≥ 75% of Typical Growth Target from Study Island Diagnostic #1 to Study Island 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:

- ❖ **Opelousas Elementary School currently has all teaching positions filled. (10 certified teachers, 3 teachers in certification program)**
- ❖ **Master schedule allows for maximization of instructional time.**
- ❖ **Master schedule is conducive to grade level and content area planning.**
- ❖ **Implementation of Amplify Science Curriculum.**
- ❖ **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 Science Instructional Specialist support teachers in the implementation of Amplify Science Curriculum**
- ❖ **District Science Instructional Coach supports teachers in the implementation of Amplify Science Curriculum**
- ❖ **Amplify Science specialists provide support at the district and school level**

- ILT analyzes school data to identify areas of strength and weaknesses and develop 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 topics of discussion

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 all 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 2026 (5th & 6th)

Student Learning Problem:

- LEAP 2026 data indicates that our students have an overall weakness in scientific investigation and evaluation and scientific reasoning.

Root Cause & Supporting Data:

- Failure to effectively implement Response to Intervention during Accelerate time
- Failure to fully decode evidence in source documents
- Impacts of inconsistent learning due to Covid-19 pandemic and virtual learning are still impacting the 5th and 6th grade students

Student Impact (Measurable Impact): Educator Professional Learning Needs:

- 19% of 5th grade students scored Mastery or Above on the Investigate category on LEAP2026 Spring 2025 assessment.
- 13% of 5th grade students scored Mastery or Above on Evaluate Category LEAP2026 Spring assessment.
- 10% of 6th grade students scored Mastery or Above on Investigate category on LEAP2026 Spring assessment.

- **10% of 6th grade students scored MAstery or Above on Evaluate category on LEAP2026 Spring assessment.**

- **Job-embedded professional development**
- **Ongoing curriculum and instructional support from District Instructional Specialist Ongoing**
- **Curriculum and instructional support from the Amplify Science Instructional Specialist**
- **Ongoing support of pacing and time management provided by administration, ILT, district instructional specialist, and district instructional coach**
- **Master schedule allows for job-embedded content area, and grade level collaboration during PLCst**
- **Ongoing curriculum and instructional support from the District Instructional Coach**

ACTION STEPS
Actions Steps & Progress Indicators

Strategies to address Root Cause *(Choose at least one to action plan)*	***Specific Activities***	***Person(s) Responsible***	***Timeline***	***Progress Indicators***	***Materials/Resources Funding Source and Cost***
Instructional	Intentional instruction in all grade levels on the following concepts: ★ Implementation of Tier 1 Amplify Science curriculum ★ Implementation of individualized RTI during Accelerate to include ELL and ESS students			★ Students progression on standards mastery as indicated by Amplify Science	

	★ Explanations of investigative thinking and scientific reasoning ★ Learning Beyond the Bell ★ REAL Tutoring ★ Utilization of scientific vocabulary ★ Utilization of Study Island platform ★ Utilization of a Forces and Motions hands on workshop ★ Utilization of a portable hands on STEAM Museum				
Cultural/ Behavioral	★ School-wide scientific discourse as evident in daily lessons ★ Ongoing comprehensive			★ Increase in ability to effectively support scientific processing and reasoning ★ Increase in scientific understanding, investigation,	

	spiral review on formal and informal assessments ★ School-wide recognition and activities for Spanish Heritage Month ★ School-wide Report Card Open House ★ School Wide Assembly (Build a positive culture)			application, and reasoning ★ Stakeholder engagement and feedback ★ Parent night agendas, presentations, and sign in sheets ★ Annotated lessons	
Operational	★ Bi-Weekly Grade Level PLCs focused on student engagement, formative assessments, student work analysis and effective implementation of Tier 1 Amplify	All teachers Administration ILT Team Science Instructional Specialists		★ PLC agendas, meeting notes, exit tickets, Google forms, and next steps ★ ILT agendas, meeting notes, Google forms, and next steps ★ Administration meeting notes and next steps	

	Science curriculum Bi-Weekly Content Area PLCs focused on student engagement, formative assessments, student work analysis and effective implementation of Tier 1 Amplify Science curriculum ★ Administration PLCs (monthly) focused on curriculum implementation, teacher development, teacher support, and student progression ★ Opelousas Zone Administration ★ ILT meetings focused on	Instructional Coach			

	data-driven decision making to support teachers and students				

Assessments 5th and 6th grades: Embedded assessments in Amplify Science (by teachers; assessed weekly)

CORE ACADEMICS – SOCIAL STUDIES	**Tier 1 Resources:**	**Bayou Bridges**	
□X **Student Achievement**	□ **Exemplary Customer Service**	□ **Operational Excellence**	X□ **Employee Development**

Historical Data Trends:

School Year	**2023 – 2024 LEAP 2025**	**2024 – 2025 LEAP 2025**	**2025 – 2026 LEAP 2025**
Social Studies Trends		% Basic and Above 5th Grade - 36% 6th Grade - 38%	% Mastery and Above 5th Grade - 20% 6th Grade - 10%

Subgroup Trends		ELL Subgroup % Basic and Above 5th Grade- 6th Grade-	ELL Subgroup % Basic and Above 5th Grade- 6th Grade-

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 interpret data, graphs, and maps and also utilize sources and informational text to demonstrate their knowledge of historical events
LADOE Target(s)/Standard(s):	LEAP 2026 State Assessment: 5th Grade - A minimum of 25% of fifth grade students , who took LEAP 2026 as fourth graders, will move from one sub achievement level to the next on the Social Studies component of LEAP 2026. 5th Grade - A minimum of 25% of fifth grade students, who took LEAP 2026 as fourth graders, will meet or exceed their individual Growth to Mastery target on the Social Studies component of LEAP 2026. 6th Grade - A minimum of 25% of sixth grade students , who took LEAP 2026 as fifth graders, will move from one sub achievement level to the next on the Social Studies component of LEAP 2026. 6th Grade - A minimum of 25% of sixth grade students, who took LEAP 2026 as fifth graders, will meet or exceed their individual Growth to Mastery target on the Social Studies component of LEAP 2026.

SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	5th Grade - 60% of students will reach a score of 70% or above on the Study Island assessment (Spring).. 6th Grade -60% of students will reach a score of 70% or above on the Study Island assessment (Spring)..
Benchmark Goals:	**BOY Benchmark Goal**
	Utilize data from Bayou Bridges 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 data from Bayou Bridges diagnostics to identify individual students and/or groups of students who have similar instructional needs. ➔ Utilize data from Bayou Bridges diagnostics to provide students/groups with differentiated instruction that addresses their instructional priorities and academic needs. ➔ Utilize Bayou Bridges 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. ➔ Utilize Bayou Bridges Diagnostic end of unit assessment data to differentiate instruction and remediation for students who score below grade level on each tested component. ➔ Actualize ≥ 50% of Typical Growth Target from Study Island Diagnostic #1 to Study Island Diagnostic #3.
	MOY Benchmark Goal
	➔ Utilize Bayou Bridges Diagnostic end of unit assessment data to differentiate instruction and remediation for students who score below grade level on each tested component. ➔ Actualize ≥ 50% of Typical Growth Target from Study Island Diagnostic #1 to Study Island Diagnostic #3
	EOY Benchmark Goal

	➔ Actualize ≥ 70% of Typical Growth Target from Study Island Diagnostic #1 to Study Island Diagnostic #3.Actualize ≥ 70% of Typical Growth Target from Study Island Diagnostic #1 to Study Island 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:

- **Opelousas Elementary School currently has all teaching positions filled. (10 certified teachers, 3 teachers in certification program)**
- **Master schedule allows for maximization of instructional time.**
- **Master schedule is conducive to grade level and content area planning.**
- **Implementation of Bayou Bridges 5th grade Social Studies Curriculum.**
- **Utilization of LDOE Course Framework in conjunction with Bayou Bridges Curriculum.**
- **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 Specialist support teachers in the implementation of Bayou Bridges Curriculum**
- **District Social Studies Instructional Coach supports teachers in the implementation of Bayou Bridges Curriculum**
- **Bayou Bridges specialists provide support at the district and school level**
- **ILT analyzes school data to identify areas of strength and weaknesses and develop strategies and plans to address and grow these areasILT 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 topics of discussion**

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 all 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 (5th & 6th)

Student Learning Problem:

- LEAP 2025 data indicates that our students have an overall weakStudent Impact (Measurable Impact): Educator Professional Learning Needs:
- 64% of 5th grade students scored below Basic Medieval Europe and West African Kingdom category on LEAP2025 Spring 2025 assessment.
- 64% of 5th grade students scored below Basic on Establishing Content category on LEAP2025 Spring 2025 assessment.
- 68% of 6th grade students scored below Basic on the Establishing the United States of America on LEAP2025 Spring 2025 assessment.
- 63% of 6th grade students scored below Basic on Colonial America and Louisiana category on LEAP2025 Spring assessment Spring 2025 assessment.
- ness in being able to effectively interpret data, graphs and maps and also utilize sources and informational text to demonstrate their knowledge of historical events.

Root Cause & Supporting Data:

Student Impact (Measurable Impact): Educator Professional Learning Needs:

- Failure to effectively implement Response to Intervention during Accelerate time
- Failure to fully decode evidence in source documents
- Lack of Tier 1 Curriculum

Job-embedded professional development

- Ongoing curriculum and instructional support from District Instructional Specialist
- Ongoing curriculum and instructional support from the District Instructional Coach
- Ongoing curriculum and instructional support from the Social Studies Instructional Specialist
- Ongoing support of pacing and time management provided by administration, ILT, district instructional specialist, and district instructional coach
- Master schedule allows for job-embedded content area, and grade level collaboration during PLCs

ACTION STEPS Actions Steps & Progress Indicators					
Strategies to address Root Cause *(Choose at least one to action plan)*	***Specific Activities***	***Person(s) Responsible***	***Timeline***	***Progress Indicators***	***Materials/Resources Funding Source and Cost***
Instructional	**PLTW** Intentional instruction in all grade levels on the following concepts: ★ Implementation of Tier 1 Fifth Grade Bayou Bridges curriculum ★ Implementation of Tier 1 Sixth Grade Bayou Bridges curriculum ★ Implementation of individualized RTI during Accelerate to include ELL and ESS students ★ Utilization of CER method to state, claim, and	All content area teachers with increased emphasis on Social Studies teachers Resource teachers ELL interventionist Administration	**August 2026-May 2027**	**PLTW embedded educator resources**	**PLTW Hands On Learning Activities/$1900.00**

	cite evidence in support of claim ★ Learning Beyond the Bell ★ REAL Tutoring ★ Utilized to display exemplar models of student work ★ include ELL and ESS students ★ Utilization of CER method to state, claim, and cite evidence in support of claim ★ Learning Beyond the Bell ★ REAL Tutoring ★ Utilized to display exemplar models of student work				

Cultural/ Behavioral	★ School-wide historical discourse as evident in daily lessons ★ Ongoing comprehensive spiral review on formal and informal assessments ★ School-wide recognition and activities for Spanish Heritage Month ★ School-wide Report Card Open House	All teachers Administration			
Operational	★ Bi-Weekly Grade Level PLCs focused on student engagement, formative assessments, student work analysis and effective	All teachers Administration ILT Team Social Studies Instructional Specialists			

	implementation of Tier 1 Bayou Bridges Curriculum Bi-Weekly Content Area PLCs focused on student engagement, formative assessments, student work analysis and effective implementation of Bayou Bridges curriculums ★ Administration PLCs (monthly) focused on curriculum implementation, teacher development, teacher support, and student progression	Instructional Coach			

	★ Opelousas Zone Administration ★ ILT meetings focused on data-driven decision making to support students and teachers				

Assessments

5th Grade: Embedded assessments in Bayou Bridges and Social Studies instruction (by teachers; assessed weekly)
6th Grade: Embedded assessments in Bayou Bridges and Social Studies instruction (by teachers; assessed weekly)
Study Island (By teachers, utilized weekly as practice and assessed three times per year (administered by teachers; assessed at beginning and end of year)

Non-Core Academics

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

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

NON-CORE ACADEMICS	Non-Core Academic Area(s) Chosen: ___Exceptional Student Services_____ Resources:Grades 5 and 6) - Savvas (ELA); I-Ready Mathematics Tier 1; Amplify Science; SS-Bayou Bridges, Zearn, Lexia		
X□ Student Achievement	□ Exemplary Customer Service	□ Operational Excellence	□X Employee Development

Historical Data Trends:

School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025
Trends	See Above for Individual Content Area	See Above for Individual Content Area	See Above for Individual Content Area
Subgroup Trends	ELA SWD Subgroup % Basic & Above 5th Grade- 6th Grade- Math SWD Subgroup % Basic & Above 5th Grade- 6th Grade- Science SWD Subgroup % Basic & Above	ELA SWD Subgroup % Basic & Above 5th Grade- 6th Grade- Math SWD Subgroup % Basic & Above 5th Grade- 6th Grade- Science SWD Subgroup % Basic & Above	ELA SWD Subgroup % Basic & Above 5th Grade- 6th Grade- Math SWD Subgroup % Basic & Above 5th Grade- 6th Grade- Science SWD Subgroup % Basic & Above

	5th Grade- 6th Grade- Soc. St. SWD Subgroup % Basic & Above 5th Grade- 6th Grade-	5th Grade- 6th Grade- Soc. St. SWD Subgroup % Basic & Above 5th Grade- 6th Grade-	5th Grade- 6th Grade- Soc. St. SWD Subgroup % Basic & Above 5th Grade- 6th Grade-

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)**	
LADOE Target(s)/Standard(s):	
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Instruction: • • •				

DELETE INFO THAT DOES NOT APPLY.

Include assessment frequency in parenthesis behind each assessment.

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

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
  o **ELA**
  o **Math**
  o **Science**
  o **Social Studies**
• Math Lead Teachers will …
• ELA Lead Teachers will …
• Instructional coach (if applicable) will …
• **SEL (***What professional development is needed to ensure faculty members are able to implement the MTSS plan?*
  • SEL
  • Academics
  • Behavior
• **Non-Core Academics**
	Literacy Mentor, Instr. Coach, Administrators	Ongoing	Mileage-Deborah Campbell $89.61
			
			Mileage-Angela Thomas $89.61
				CLSD Agenda-Community of Practice PD (ELA)

MULTI-TIERED SYSTEM OF SUPPORT

X□ Student Achievement	□ Exemplary Customer Service	□ Operational Excellence	X□ Employee Development

SEL Foundation for MTSS Success

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

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

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

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

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

	Indicator Focus Area 1:		Indicator Focus Area 2:
S	Teachers will deliver SEL lessons during physical education classes every Monday	S	We will develop an environment conducive to learning by ensuring a strong (PBIS) system is in place campus-wide.
M	Administrators will monitor observations of lessons during walk-throughs, formal observations, and lesson planning.	M	We will monitor success using PBIS data minor infraction logs and tin of infraction by student and teacher in order to address identified behavioral concerns.
A	SEL will be integrated across the curriculum. The school's master schedule and Teachers' lesson plans should reflect SEL integration throughout the PBIS Schedule that will be emailed to teachers weekly by the administrator.	A	Cafeteria and hallway misbehavior are topics we will focus on to ensure that students are following the expectations of each area. We will en students understand and practice the expected behaviors. Teachers will model, monitor, correct, and reward as needed.

R	This goal is relevant because SEL is a part of our school's MTSS plan and is recognized as a key part of it. We will address intentionally building school system and school leaders' foundational knowledge in SEL to create safe welcoming environments where stakeholders' social and emotional needs are met and students, families, and staff feel connected, valued, and included resulting in acquisition of emotional competencies while improving school culture, student achievement, and discipline infractions. This goal supports maximizing the academic achievement and social and emotional growth of all students.	**R**	This goal will help our students to understand the importance of PBIS. Student misbehavior will decrease and student learning will increase.
T	By the end of the first nine weeks, teachers will begin the scope and sequence for SEL instruction. Teachers will choose one focus area to help their students on daily lessons.	**T**	By the end of the first quarter, we will have explicitly taught all behavior expectations to all students. By the end of August all teachers will be familiar with PBIS rules and procedures. Focus areas will be identified monthly.
I	All students will be part of the SEL lessons. By focusing on SEL instruction, we I hope to create an inclusive environment where all students feel welcomed.	**I**	All students will be part of PBIS. By focusing on PBIS, we will increase student learning and decrease major infractions.
E	Developing SEL skills in students will strengthen their leadership skills and empower them to be life-long leaders on campus and beyond.	**E**	Developing PBIS skills in students will help them to identify situations that will empower them to be leaders on campus.
Goal Statement: By the end of the 2026-2027 school year, 100% of PE teachers will deliver weekly integrated SEL lessons during physical education classes using a defined scope and sequence, focusing on daily self-awareness skills to foster an inclusive, welcoming environment and empower all students as lifelong leaders, with progress monitored by administrators through walkthroughs, formal observations, and lesson plans.		**Goal Statement:** By the end of the 2026-2027 school year, 100% of teachers will explicitly teach and reinforce campus-wide PBIS expectations in all key school locations, with administrators and teachers monitoring success	

	using minor infraction logs to reduce behavioral concerns and empower students as leaders.

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	
Curricular resources Classroom instructional strategies	PBIS - School-wide behavior expectations
Tier II	
Small Group (Targeted Assistance)	Check-in/Check-out SEL Sensory Room
Tier III	
Individual or small group to address individual needs	Check-ins (Counselors and/or administrative team) Referral to Counselor Referral to Counseling (ESS) SEL Sensory Room

Monitoring Interventions

How will your school make sure that interventions are taking place? Monitor with nine week reward system for PBIS incentives

Scheduling

Mandatory:

What is the designated time for Explicit SEL Instruction? Once a Week for 45 minutes

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

Planning for the Future:

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

Behavior Expectations Matrix

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

Locations	Behavior Expectations		
	BE SAFE	BE RESPECTABLE	BE RESPONSIBLE
Classroom	Keep hands, feet, & objects to yourself	Use appropriate language	Actively listen and participate in class
Hallway	Keep hands, feet, & objects to yourself	Keep your voice low	Carry a valid Hall Pass
Cafeteria	Wait in line for your turn	Exhibit good table manners by keeping food on your plate or in your mouth	Stay in designated area
Restroom	Wait in line for your turn	Keep walls & stalls free from graffiti	Stay in designated area
Bus	Enter and exit in an orderly fashion	Wait in line patiently	WALK in an orderly fashion

Arrival/ Dismissal		Stay to the right and keep moving.	Move directly to breakfast or class in the morning and go directly to your bus or carpool 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 review the student handbook, by section, in its entirety with each student. The schoolwide PBIS expectations are listed in the handbook. Specific area expectations posters are posted around the campus. PBIS expectations will be reviewed with students weekly. Teachers will constantly model, monitor, and review expectations as designated on the weekly expectation calendar.

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: The plan will widen educators' practices to ensure every student's family can be engaged in their students' academic growth in a meaningful and impactful way. Parents will be engaged through effective communication and interactive family events on campus to ensure they understand how to support their students. • Welcome Night (Student Handbook, Discipline Procedures, JCampus Parent Portal) • Hispanic Night • Literacy Night • Math Game Night • Walk A Mile in My Shoes • Read Across America with Dr. Seuss **MTSS Parent and Family Engagement**: • Coffee Talk (Bullying and Effective Parent/Teacher Conference) • Open House				

How are you going to communicate with parents about the MTSS plan? Parents will be communicated the MTSS plan via email as well as other interactive activities on campus to ensure collaboration is promoted between families and school.
How are you working with students this year? Having data talks to focus on academics and behavior talks for behaviors. Students will be called into the office or PLC to have student chats.
How are you going to increase parental involvement in MTSS? We will increase parent involvement on our campus by: communicating students progress with their families, assisting with identifying productive interventions at home to enhance student learning, and set clear expectations for parent involvement

MTSS Plan Overview	The goal of the MTSS Plan is to support the academic and social-emotional competence of every student on the campus. Improve outcomes for all students, including those with disabilities and from underrepresented groups.
Academic Programs & Interventions	Create positive, predictable, equitable, and safe learning environments to enhance academic success.
SEL & Behavior Interventions	The SEL and Behavior Interventions will focus on prevention rather than punishment to improve social-emotional competence

Community Involvement
How are you going to foster community partnerships to assist with your MTSS Plan? *Please list below.*

- *Survey community partners*
- *Invite Community Partners to Events*
- *Seek donations from local businesses to reward students and teachers*

Instruction by Certified Teachers – Certified Teacher Recruitment

(Schoolwide Component 3)

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

☐ Student Achievement	X☐ Exemplary Customer Service	☐ Operational Excellence		☐ Employee Development
Action Steps	**Persons Responsible**	**Target Date(s)/Timeline**	**Materials/Resources Funding Source(s) and Cost**	**Documentation**
• Invite new teachers to enroll in the St. Landry Parish Educator Empowerment Academy • New Teacher Professional Developments • Enroll in Alternative Program	Administrators New Teachers Personnel Recruitment Coordinator			

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**

Principal Supervisor Quarterly Review

Quarter #1 *Date:*	*Evidence and Resources Reviewed*	*Potential Adjustments*
Quarter #2 *Date:*	*Evidence and Resources Reviewed*	*Potential Adjustments*
Quarter #3 *Date:*	*Evidence and Resources Reviewed*	*Potential Adjustments*
Quarter #4 *Date:*	*Evidence and Resources Reviewed*	*Potential Adjustments*