# SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

# 2026 - 2027

**School Name:** Port Barre Elementary

**School Principal Name:** Britney Boudreaux

**Grade Configuration:** Pre-K – 4th

**School Address:** 199 O G Track Road

**City, State, and Zip:** Port Barre, LA 70577

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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:**

Port Barre Elementary's school vision is to develop attitudes, skills, and ideals which will prepare all students for college and careers.

**Mission Statement:**

The Leaders at Port Barre Elementary will follow the three B's: Be Safe, Be Responsible, Be Respectful.

# 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 B. Boudreaux | Date 9/16/2026 |
| Principal Supervisor | Date |

# CONTACT INFORMATION

**School-wide School Improvement Chairperson:** Sarah Keys

## 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 |
|---|---|
| Britney Boudreaux | Principal |
| Ashley Hargroder | Assistant Principal |
| Amanda Low | Assistant Principal |
| Sarah Keys | Chairperson - Teacher - 4th |
| Wendy Degueyter | Teacher - Kindergarten |
| Dymphna Beverly | Teacher - 1st |
| Kristen Miller | Teacher - 2nd |
| Heather Fontenot | Teacher - 3rd |
| Jacquelyn Jackson | Teacher - SPED |
| Nina Kimble | Teacher - Learning Center |
| Angelle Stanford | Parent |

# School Profile

Check where applicable:

- ☐ School is in School Improvement
- ☐ Academically Unacceptable Schools – Year 1
- ☐ Academically Unacceptable Schools – Year 2
- ☐ Academically Unacceptable Schools – Year 3
- ☐ Academically Unacceptable Schools – Year 4

- Comprehensive Intervention Required (CIR)
- Urgent Intervention Required (UIR)
  - UIR - Academic
  - UIR – Discipline

☐ School-wide Title I School

☐ Non-Title I School

| School Partnerships (Type the name of each partner in the spaces provided) | |
|---|---|
| **University** | ***University of Louisiana at Lafayette*** |
| **Technical Institute** | |
| **Feeder School(s)** | ***Good Shepherd Montessori, Port Barre Head Start*** |
| **Community** | ***DARE Program, PB Fire Dept, PB Police Dept, Community Health Partners*** |
| **Business/Industry** | ***PB Exxon, Bourque's Grocery, PB McDonalds, King's, PB ShopRite, Dollar General, Chicken King, Pizza Hut*** |
| **Private Grants** | ***Eat Move Grow*** |
| **Other** | |

# FACULTY ASSURANCE

| DATE | NAME | POSITION/TITLE | SIGNATURE |
|---|---|---|---|
| | Britney Boudreaux | Principal | |
| | Ashley Hargroder | Assistant Principal | |
| | Amanda Low | Assistant Principal | |
| | Emily Deville | PreK Teacher | |
| | Mia Martin | PreK Teacher | |
| | Brenna Stelly | PreK Teacher | |
| | April Byrom | Kindergarten Teacher | |
| | Wendy Degueyter | Kindergarten Teacher | |
| | Erin Grimmett | Kindergarten Teacher | |
| | Dymphna Beverly | First Grade | |
| | Krystle Breaux | First Grade | |
| | Michaella Lamke | First Grade | |
| | Chloe Ortego | First Grade | |
| | Olivia Campbell | Second Grade | |
| | Kristen Miller | Second Grade | |
| | Angela Rideaux | Second Grade | |
| | Tonya Stelly | Second Grade | |

# FACULTY ASSURANCE

| DATE | NAME | POSITION/TITLE | SIGNATURE |
|---|---|---|---|
| | Amy Bellard | Third Grade | |
| | Heather Fontenot | Third Grade | |
| | Morgan Matte | Third Grade | |
| | Samantha Fontenot | Third Grade | |
| | Reagan Aymond | Fourth grade | |
| | Kailtin Hadley | Fourth grade | |
| | Sarah Keys | Fourth grade | |
| | Olivia Barron | PE | |
| | Casey Daussat | PE | |
| | Amanda Peck | PE | |
| | Nina Kimble | Learning Center | |
| | Yolanda Allen | ESS Teacher | |
| | Tillie Boudreaux | ESS Teacher | |
| | Jacquelyn Jackson | ESS Teacher | |
| | Patty Malveaux | PreK/Kinder ESS Resource | |
| | Jason Marchand | Band Teacher | |

# FACULTY ASSURANCE

| DATE | NAME | POSITION/TITLE | SIGNATURE |
|---|---|---|---|
| | Catherine Perry | Art Teacher | |
| | Ashley Doucet | Speech Pathologist | |
| | Zenonova Landry | Adaptive PE | |
| | Angela Anderson | Paraprofessional | |
| | Shelby Artigue | Paraprofessional | |
| | Lindsey Bartram | Paraprofessional | |
| | Natalie Fontenot | Paraprofessional | |
| | Courtney Jennings | Paraprofessional | |
| | Brooke Martinez | Paraprofessional | |
| | Gerri Olivier | Paraprofessional | |
| | Deanna Polotzola | Paraprofessional | |
| | Lucille Sam | Paraprofessional | |
| | Danielle Thomas | Paraprofessional | |
| | Katie Williams | Paraprofessional | |
| | Kaitlyn Zerangue | Paraprofessional | |

# 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*** | - IEP/504 goal tracking logs<br>- Universal screening reports (3x/year)<br>- State standardized assessment reports<br>- Formative unit assessments and quarterly grades | - Administrator questionnaires<br>- Administrator interviews<br>- Professional learning feedback forms<br>- Exit interviews (transfers/staff departures) | - Daily attendance and chronic absenteeism trackers<br>- Discipline referral logs by time and location<br>- MTSS/PBIS behavior intervention plan (BIP) | - Historical enrollment and demographics<br>- Master schedule and teacher credentialing logs<br>- Title 1/SIP budget expenditure log |
| ***Teachers*** | - Unit pre/post assessments and exit tickets<br>- Reading/Math benchmark checks<br>- Student work samples and rubrics<br>- Formative quizzes and homework accuracy | - Student self-assessment and reflection journals<br>- Mindset and interest inventories<br>- Student feedback quick-polls<br>- Parent communication logs and feedback | - Classroom engagement and participation tallies (Observations)<br>- On-task behavior charts/point sheets<br>- Minor discipline logs and tally tracking<br>- Attendance and tardies by class period<br>- Walkthrough feedback from administration, district personnel, district instructional specialist, and vendors | - Prior-year standardized test scores<br>- Historical EL/ESS classification and accommodations<br>- Cumulative attendance and mobility history<br>- Past intervention records (RTI/MTSS history) |

| | | | | |
|---|---|---|---|---|
| ***Students*** | - Self-tracked assessment graphs and test scores<br>- Draft-to-final work samples and writing portfolios<br>- Unit learning-target checklist ("I can statements")<br>- Personal goal tracking sheets (e.g. Zearn progress)<br>- State standardized assessments | - Personal goal reflections and growth mindset journals<br>- Learning style and interest preference surveys<br>- Self-evaluations on effort and perseverance<br>-Course feedback and reflection exit tickets | - Daily /weekly assignment completion logs<br>- Self-monitored focus/on-task checklists<br>- Discipline personal logs<br>- Attendance and tardy personal logs<br>- Trackers for extracurricular participation and service | - Mutli-year academic growth charts (prior grades)<br>- Personal learning plans (e.g. student led IEP/504 goals)<br>- Cumulative awards, achievements, and credentials<br>- Historical attendance and reading level records<br>- Report cards and progress reports |
| ***Parents*** | - Report cards and progress reports<br>- Standardized/state assessment score reports<br>- IEP/504 goal progress updates<br>- Graded work samples and writing portfolios | - Home-school communication logs and teacher notes<br>- Parent perception and satisfaction surveys<br>- Observations of student learning attitudes at home<br>- Notes from parent-teacher student led conferences | - Attendance and tardiness summaries<br>- Homework completion and routine trackers<br>- Behavior reports/positive teacher notices (PBIS)<br>- Extracurricular and community activity records/sign-in sheets | - Mutli-year transcript/cumulative record history<br>- Health, medical and accommodation records<br>- Historical support intervention logs (RTI/MTSS history) |

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

# Comprehensive Needs Assessment

## SY 2026 - 2027 Schoolwide Planning

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

### Part 1: STRENGTHS

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

| STRENGTHS | DATA SOURCE/INSTRUMENT |
|---|---|
| 1. 3rd grade math - 59% of students are strong in Fractions as numbers & Equivalence | Spring 2026 Leap Math School Report |
| 2. 4th grade math - 53% of students are strong in Major content and 58% of students are strong in additional and supporting content | Spring 2026 Leap Math School Report |
| 3. Third Grade ELA - 50% of students scored mastery or above on the Spring 2026 Leap English Language Arts assessment | Spring 2026 Leap ELA School Report |
| 4. Third Grade ELA - 45% of students scored strong on Literacy Text and Fourth Grade ELA - 43% of students scored strong on Informational text on the Spring 2026 Leap English Language Arts assessment. | Spring 2026 Leap ELA School Report |
| 5. 69% of students scored Benchmark or above on the K-3 grade EOY DIBELS assessment. | DIBELS school report for the 2025-2026 school year |

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

| **Contributing Factor #1: Teacher collaboration** | |
|---|---|
| **Instrument(s):** Common planning/PLC | |
| **Data Type:**<br>1. Observational data<br>2. Common Planning/PLC data<br>3. Professional Development data | **Findings**<br>1. Teachers collaborated regarding curriculum across subject and grade levels<br>2. Instructional staff participated in common planning/PLC<br>3. Professional Development opportunities where teachers redeliver information to their co-teachers. |

| **Contributing Factor #2: Reading fluency and comprehension in all grade levels and subject areas** | |
|---|---|
| **Instrument(s):** Comprehension | |
| **Data Type:**<br>1. LEAP Data<br>2. DIBELS Data<br>3. Accelerated Reader Data | **Findings**<br>1. Third Grade ELA - 45% of students scored strong on Literacy Text and Fourth Grade ELA - 43% of students scored strong on Informational text on the Spring 2026 Leap English Language Arts assessment.<br>2. 69% of students scored Benchmark or above on the K-3 grade EOY DIBELS assessment.<br>3. 79% of students passed 70% of their comprehension quizzes on the Accelerated Reader program during the first - fourth nine weeks grading periods. |

| **Contributing Factor #3: Increased math discourse, consistent iReady math curriculum** | |
|---|---|
| **Instrument(s):** Observational data from the math classrooms | |
| **Data Type:**<br>1. Classroom observational data<br>2. Diagnostic Data<br>3. Teacher observational data | **Findings**<br>1. Manipulatives are used to teach abstract concepts through modeling<br>2. iReady curriculum covers topics earlier allowing students to master concepts<br>3. Students are using more math discourse during the lessons. |

# 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. Third Grade ELA - 43% of students scored weak and Fourth Grade ELA - 32% of students scored weak on the writing portion of the Spring 2026 Leap English Language Arts assessment. | Spring 2026 Leap ELA Data Report |
| 2. 3rd Grade Math - 51% of students scored weak on solving problems with any operation | Spring 2026 Leap Math Data Report |
| 3. 38% of 2nd Grade students are below benchmark on the EOY DIBELS for the 25-26 school year | 2025-2026 DIBELS EOY Data Report |
| 4. SPED subgroup are performing basic and below across all subject areas | Spring 2026 Leap Subgroup Report |

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

| **Contributing Factor #1: Lack of understanding/resources** | |
|---|---|
| **Instrument(s):** Observational data | |
| **Data Type:**<br>1. Teacher observational data<br>2. Observational data<br>3. Student Assessments | **Findings**<br>1. Writing needs a progression across the grade levels from K-4<br>2. Students not having enough independent practice on writing.<br>3. Third Grade ELA - 43% of students scored weak and<br>Fourth Grade ELA - 32% of students scored weak on the writing portion of the Spring 2026 Leap English Language Arts assessment. |

| **Contributing Factor #3: Time constraints** | |
|---|---|
| **Instrument(s):** LEAP/Dibels/attendance data | |
| **Data Type:**<br>1. LEAP Data<br>2. Classroom observational data<br>3. Teacher observational data | **Findings**<br>1. Science and social studies has less instructional minutes to address the standards to mastery.<br>2. Attendance, including late arrivals and early check outs, take away instructional minutes.<br>3. All of the standards are not covered to the level of rigor of the standard within the curriculum. |

| **Contributing Factor #3: Time constraints for SPED Subgroup - Students take longer to grasp the concept** | |
|---|---|
| **Instrument(s):** LEAP/Dibels data | |
| **Data Type:**<br>1. LEAP Data<br>2. Classroom observational data<br>3. Teacher observational data | **Findings**<br>1. ESS/SPED students take longer to grasp concepts in order to reach mastery<br>2. ESS/SPED students feel defeated due to lack of previous success in the classroom.<br>3. ESS/SPED students need repeated practice of skills in order to reach mastery |

# 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.***<br><br>**ELA:** Students struggle with responding to a writing prompt.<br><br>**Math:** Students struggle with solving word problems involving any operation or multi-step word problems.<br><br>**Science:** Students struggle with the investigation and evaluation of science tasks.<br><br>**Social Studies**: Students struggle with examining sources and expressing claims within the social studies standards. | | | | |
| **Objectives:** | An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic.<br>***Identify objectives for each Core Academic area and the subgroups.***<br><br>**ELA:** Students will improve their ability to demonstrate reading comprehension with an emphasis on citing textual evidence, making inferences, and writing across the curriculum.<br><br>**Math:** Students will improve their knowledge and understanding of mathematical concepts and build student capacity with mathematical practice standards with an emphasis on "Major Content" by grade level.<br><br>**Science:** Students will improve their knowledge and understanding of scientific concepts and build student capacity with investigation, evaluation, and scientific reasoning by grade level.<br><br>**Social Studies:** Students will improve their knowledge and understanding of social studies concepts and build student capacity with examining sources and expressing claims. | | | | |
| **Evidence-Based Strategies:** | ☐ Data-Driven Decision Making | ☐ Response to Intervention | ☐ Job-Embedded PD | ☐ Technology Integration | ☐ Other: |

| CORE ACADEMICS - ELA | Tier 1 Resources: | K -4 Core Knowledge Language Arts (CKLA)<br>Interventions - University of Florida Literacy Interventions (UFLI) | |
|---|---|---|---|
| ☐ 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** | Proficiency (Mastery and Above)<br><br>Grade 3 - 51%<br>Grade 4 - 44% | Proficiency (Mastery and Above)<br><br>Grade 3 - 41%<br>Grade 4 - 39% | Proficiency (Mastery and Above)<br><br>Grade 3 -50%<br>Grade 4 -42% |
| **Subgroup Trends** | Proficiency (Mastery and Above)<br><br>SWD<br>Grade 3 - 8%<br>Grade 4 - 10% | Proficiency (Mastery and Above)<br><br>SWD<br>Grade 3 - 0%<br>Grade 4 - 23% | Proficiency (Mastery and Above)<br><br>SWD<br>Grade 3 - 33%<br>Grade 4 - 13% |

**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:**<br>**(Content or Skill)** | To improve students' ability to respond to a writing prompt. Students will improve their ability to demonstrate reading comprehension with an emphasis on citing textual evidence, making inferences, and writing across the curriculum. |
| **LADOE Target(s)/Standard(s):** | Increase student proficiency on the ELA portion of the LEAP 2025 assessment from:<br>50% to 57% in 3rd grade<br>42% to 49% in 4th grade |
| **SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):** | By May 2027, Port Barre Elementary will increase student reading comprehension and text-based writing proficiency across the curriculum, resulting in an increase in the percentage of students scoring Mastery and above on the ELA portion of the LEAP 2025 assessment from 50% to 57% in 3rd grade, and from 42% to 49% in 4th grade, while ensuring equitable access to high-quality tier-1 instruction and scaffolded evidence-based writing routines for all student subgroups. |
| **Benchmark Goals:** | **BOY Benchmark Goal**<br>● Utilize Accelerated Reader to increase students' independent reading levels and to increase students' reading stamina.<br>● Use data from K-3 Literacy Screener (DIBELS) to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide detailed instructional priorities and classroom resources to support differentiated instruction.<br>● Incorporate the use of the CER(ER) writing strategy to increase writing proficiency in response to claim-based prompts.<br>**MOY Benchmark Goal**<br>● 75% of students will pass 70% of their comprehension quizzes on the Accelerated Reader program during the first two nine weeks grading periods. |

| | |
|---|---|
| | • Use data from K-3 Literacy Screener (DIBELS) to individualize instruction for students who scored below grade-level on any measure and emphasize areas of refinement through lessons as part of the Tier 1 curriculum. |
| | **EOY Benchmark Goal** |
| | • 75% of students will pass 70% of their comprehension quizzes on the Accelerated Reader program during the first fourth nine weeks grading periods.<br>• Use the K-3 Literacy Screener (DIBELS) to determine how students might score on both the EOY DIBELS screener and LEAP 2025 assessment and emphasize areas of refinement through lesson 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:** PBE is fully staffed. The master schedule allows for grade level planning. The district has ELA Instructional Specialists who support teachers with the implementation of the Tier 1 curriculum. PBE has a Learning Center teacher and a paraprofessional that supports small group instruction of at-risk students who have been identified from DIBELS data, LEAP 2025 data, and classroom assessment data. We have an assigned person to monitor Accelerated Reader progress and print reports to bring to ILT meetings. University of Florida Literacy Interventions (UFLI) will be utilized to extend the learning of those students identified as needing additional support. HIgh Dosage Tutoring (HDT) will be used during intervention time to provide additional support to students who are at risk. After school tutoring (if applicable) will be utilized to extend the learning of those students identified as needing additional support. Gains have been made since the implementation of the Tier 1 curriculum as evidenced by learning walks and school-level formal and informal observations by ILT, curriculum specialists, and ELA instructional specialists. We will leverage the specialists to continue improving the implementation of the Tier 1 curriculum. ILT will use student data to provide focus for PLCs. During PLC's teachers will use assessment data to monitor the success of our goals.

**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:** Engaging students in reading, speaking, listening, and writing in every class every day.

**Student Learning Problem:** LEAP data indicates that students are struggling with responding to a writing prompt. DIBELS Spring 2026 EOY data indicates that 31% of students in grades K-3 are not proficient in literacy. DIBELS Fall 2026 BOY data indicates that % of students in grades K-3 are not proficient in literacy.

**Root Cause & Supporting Data:** Many students are not on grade level in reading. 31% of Grade K-3 students are below benchmark on DIBELS as evidenced by the 25-26 EOY DIBELS assessment data. % of Grade K-3 students are below benchmark on Fall 2026 BOY DIBELS as evidenced by the BOY DIBELS assessment data.

**Student Impact (Measurable Impact):** All students will receive grade level Tier 1 instruction. Additionally, interventions will be on grade level with below grade level scaffolds for just in time supports (acceleration) measured by observation and review of annotated lesson as well as improved student outcomes as indicated by DIBELS data. as well as student work analysis of classroom assignments/assessments.

**Educator Professional Learning Needs:** Increased professional development on state standards and state assessment. PBE will conduct weekly PLC meetings,weekly ILT Meetings, monthly School Improvement Team Meetings, and allow teachers to attend job-embedded Professional Development by District Instructional Specialists. During PLCs and ILTs, teachers will build their knowledge on state standards by reviewing pacing guides, assessment guides, and engaging students through rigor (questioning and discussion, and writing through the use of CER), analyzing student work, progress monitoring, and response to intervention. The Bailey Group is contracted through PAC to provide professional development for MTSS and SWD. PBE will focus on growing teachers in order to grow students.

**ACTION STEPS**
**Actions Steps & Progress Indicators**

| ***Strategies to address Root Cause*** *(Choose at least one to action plan)* | ***Specific Activities*** | ***Person(s) Responsible*** | ***Timeline*** | ***Progress Indicators*** | ***Materials/Resources Funding Source and Cost*** |
|---|---|---|---|---|---|
| **Instructional** | Focused instruction in all grade levels on: | ELA Teachers<br>LC Teacher<br>LC Paraprofessional | August 2026 - May 2027 | *Students reading assessments show improvement in comprehension and writing. | District Funded Amplify Boost Technological Component |

| | | | | | |
|---|---|---|---|---|---|
| | *Practicing Cold Reads<br><br>*Using the CER(ER) strategy in writing<br><br>*Providing extra support to identified students through Learning Center<br><br>*Literacy support for struggling readers through various modes of instruction delivery. | ILT Members<br>ELA Instructional Specialists<br>Administration | | *Students writing assessments show improvement.<br><br>*Students showing improvement on K-3 Literacy Screener from BOY to MOY and improvement from MOY to EOY.<br><br>*Students reaching their reading goals during progress monitoring in High Dosage Tutoring. | District Funder Amplify CKLA Curriculum<br><br>High Dosage Tutoring<br><br>LDOE Tier 1 material: LIFT Lessons, FIRE Lessons, and Amplify Curriculum<br><br>Title I Learning Center Paraprofessional: $71,200.00 (salaries and benefits for 2 paras) |
| **Cultural/ Behavioral** | *Selecting information texts with Accelerated Reader<br><br>*Inviting parents and guardians to read with students, and select appropriate texts with AR.<br><br>*Using the CER(ER) strategy across curricular, in all content areas. | ELA Teachers<br>LC Teacher<br>LC Paraprofessional<br>ILT Members<br>ELA Instructional Specialists<br>Administration | August 2026 - May 2027 | *Students achieving and exceeding their required Accelerated Reader points each quarter.<br><br>*Accelerated Reader reports show improvement in comprehension.<br><br>*Student assessments in other content areas show growth with the CER(ER) strategy. | Accelerated Reading Licenses: Title I/Parent & Family Engagement Funding, $3492.00 |
| **Operational** | *Weekly PLC to discuss instruction and determine student needs.<br><br>*Weekly ILT Meetings to disaggregate data, chart | ELA Teachers<br>LC Teacher<br>LC Paraprofessional<br>ILT Members<br>ELA Instructional Specialists<br>Administration | August 2026-- May 2027 | *Student growth evident through data collected and disaggregated in PLCs and ILT meetings.<br><br>*Student engagement, participation, and increased understanding evident with learning walks. | |

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| | growth, create an action plan & follow up.<br><br>*Monthly School Improvement Team Meetings<br><br>*District Provided Professional Development | | | *District PD agendas and sign-in sheets | |

**Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
K-2: DIBELS 8 (measured 3x per year: BOY 2026, MOY 2026, and EOY 2027), Assessments Embedded in CKLA (by math teachers as appropriate) (Weekly/Bi-Weekly)
3rd-4th: Assessments embedded in CKLA (ELA Content Standards, by ELA teachers) DIBELS 8 (measured 3x per year in 3rd grade: BOY 2026, MOY 2026, and EOY 2027)
3rd-4th ELA LEAP 2025 (May 2027)

| CORE ACADEMICS - MATH | **Tier 1 Resources:** | K - 4: iReady Classroom Mathematics & Zearn | |
|---|---|---|---|
| ☐ **Student Achievement** | ☐ **Exemplary Customer Service** | ☐ **Operational Excellence** | ☐ **Employee Development** |

**Historical Data Trends:**

| School Year | 2023 – 2024 LEAP 2025 | 2024 – 2025 LEAP 2025 | 2025 – 2026 LEAP 2025 |
|---|---|---|---|
| **Math Trends** | Proficiency (Mastery and Above)<br><br>Grade 3 - 37% | Proficiency (Mastery and Above)<br><br>Grade 3 - 47% | Proficiency (Mastery and Above)<br><br>Grade 3 - 38% |

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| | Grade 4 - 54% | Grade 4 - 55% | Grade 4 - 49% |
| **Subgroup Trends** | Proficiency (Mastery and Above)<br><br>SWD<br>Grade 3 - 0%<br>Grade 4 - 10% | Proficiency (Mastery and Above)<br><br>SWD<br>Grade 3 - 9%<br>Grade 4 - 23% | Proficiency (Mastery and Above)<br><br>SWD<br>Grade 3 - 22%<br>Grade 4 - 0% |

**AMBITION**

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

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| **Focus Area #1:**<br>**(Content or Skill)** | To improve student knowledge and understanding of mathematical concepts (including word problems) and build student capacity with mathematical practice standards with an emphasis on "Major Content" by grade level as defined by the LEAP 2025 Assessment Guidance. |
| **LADOE Target(s)/Standard(s):** | Increase student proficiency on the Math portion of the LEAP 2025 assessment from:<br>38% to 45% in 3rd grade<br>49% to 56% in 4th grade |
| **SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):** | By May 2027,Port Barre Elementary will strengthen students' mathematical understanding and problem-solving capacity around grade-level 'Major Content' and Mathematical Practice Standards, resulting in an increase in the percentage of students scoring Mastery and above on the Math portion of the LEAP 2025 assessment from 38% to 45% in 3rd grade and from 49% to 56% in 4th grade, while delivering targeted tier-1 support and scaffolded intervention to ensure equitable growth across all student subgroups. |

| Benchmark Goals: | BOY Benchmark Goal |
|---|---|
| | *Use data from SLTs and LEAP 2025 to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide detailed instructional priorities and classroom resources to support differentiated instruction.<br>*Use Zearn to assist students in reaching their personalized achievement goals and emphasize areas of refinement through lessons as part of the Tier I curriculum.<br>*Utilize Zearn to assist students with meeting or exceeding their current math skill level. |
| | **MOY Benchmark Goal** |
| | *Use LEAP 2025 data to individualize instruction for students who scored below grade-level on any standard and emphasize areas of refinement through lessons as part of the Tier I curriculum.<br>*Use Zearn lessons to assist students in reaching their personalized achievement goals and emphasize areas of refinement through lessons as part of the Tier 1 curriculum. |
| | **EOY Benchmark Goal** |
| | *Use LEAP 2025 data to individualize instruction for students who scored below grade-level on any standard and emphasize areas of refinement through lessons as part of the Tier I curriculum.<br>*Use Zearn lessons to assist students in reaching their personalized achievement goals and emphasize areas of refinement through lessons as part of the Tier 1 curriculum.<br>*Increase the number of lessons completed in Zearn, with having at least 90 lessons completed. |

**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:** Math Instructional Specialist will support teachers with the implementation of the Tier 1 curriculum. Additionally, curriculum specialists may provide additional professional learning to our teachers. High Dosage Tutoring (HDT) will be utilized to extend the learning of those students identified as needing

additional math support. Gains have been made since the implementation of the Tier 1 curriculum as evidenced by learning walks and school level formal and informal observations from the administrative team,curriculum specialists, and math instructional specialists. ILT will use student data to provide focus for PLCs. During PLC's teachers will use assessment data to monitor the success of our goals. PBE have identified important members of our Instructional Leadership Team, and have regularly scheduled meetings on the calendar. The ILT will focus on providing in-class support, as well as disaggregating data during meetings, determining areas of need, and constructing an action plan with follow-up. Teachers have regularly scheduled Common Planning periods in which the ILT and administration join. The Principal and Administrative Assistant will monitor teachers to confirm the implementation of Tier 1 material is being used along with the Tier 1 iReady and Zearn curriculums. Administration and the ILT will conduct daily learning walks to support instruction and learning. REAL Tutoring will be utilized to target students needing additional support. We will leverage district support from Instructional Specialists, iReady Learning Walks, and Professional Development opportunities.

**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:** Improving student success with applying their understanding of math skills in real-world and mathematical situations. The continued and consistent use of the Three Read Protocol will assist with modeling knowledge and applying learning with problem solving. The use of Tier 1 Bellringers will assist with practice of LEAP like questions.

**Student Learning Problem:** LEAP data indicates that students are weak in the area of solving word problems involving any operation or multi-step word problems. The continued and consistent use of the Three Read Protocol will assist with problem solving skills. Students lack numerical fluency and automaticity with basic facts.

**Root Cause & Supporting Data:** Lack of exposure to application type of problems attributed to this weakness as indicated by teacher observation and self-reflection. Numerous teachers on long-term leave throughout the year with subs replacing assisted in the decline in student learning.

**Student Impact (Measurable Impact):** All students will receive grade level Tier 1 instruction. Additionally, interventions will be on grade level with below grade level scaffolds for just in time supports (acceleration) measured by observation and review of annotated lessons as well as improved student outcomes as indicated by student assessment data and improved outcomes on application problems in the HQIM as noted by student work analyst in PLCs.

**Educator Professional Learning Needs:** Increased professional development on state standards and state assessment. PBE will conduct weekly PLC meetings,weekly ILT Meetings, monthly School Improvement Team Meetings, and allow teachers to attend job-embedded Professional Development by District Instructional Specialists. During PLCs and ILTs, teachers will build their knowledge on state standards by reviewing pacing guides, assessment guides, and engaging students through rigor (Type 3 problems to reflect LEAP like problems), analyzing student work, progress monitoring, and response to intervention. The Bailey Group is contracted through PAC to provide professional development for MTSS and SWD. PBE will focus on growing teachers in order to grow students.

**ACTION STEPS**
**Actions Steps & Progress Indicators**

| ***Strategies to address Root Cause*** *(Choose at least one to action plan)* | ***Specific Activities*** | ***Person(s) Responsible*** | ***Timeline*** | ***Progress Indicators*** | ***Materials/Resources Funding Source and Cost*** |
|---|---|---|---|---|---|
| **Instructional** | Focused instruction in all grade levels on:<br><br>*Progressing using iReady assessments and Zearn lessons<br><br>*Modeling & Application on Major Content using the Three Read Protocol<br><br>*Using the Turn & Talk method to promote Mathematical Discourse | Math Teachers<br>LC Teacher<br>LC Paraprofessional<br>ILT Members<br>Math Instructional Specialists<br>Administration | August 2026--May 2027 | *Students completing 3 Zearn lessons per week.<br><br>*Students' math assessments show improvement with major content through modeling & application, and expressing mathematical reasoning.<br><br>*Students' math assessments show progress with students "showing their work".<br><br>*Students reaching their math goals during progress monitoring in High Dosage Tutoring. | District Funded Zearn Technological Component<br><br>District Funded iReady Math Curriculum<br><br>High Dosage Tutoring<br><br>LDOE Tier 1 material: LIFT Lessons, FIRE Lessons<br><br>Title I Learning Center Paraprofessional: $71,200.00 (salaries and benefits for 2 paras) |

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| | *Providing extra support to identified students through Learning Center & Enrichment | | | *Students showing increase on their Numeracy KITE assessment between BOY-MOY-EOY | |
| **Cultural/ Behavioral** | *Continuous spiral review on all math assessments (formal and informal)<br><br>*Rich mathematical discourse in all lessons<br><br>*Consistent use of the Three Read Protocol, Exit Tickets, and Test Corrections<br><br>*Ongoing communication with parents concerning Zearn lessons, student progress, student/classroom expectations | Math Teachers<br>LC Teacher<br>LC Paraprofessional<br>ILT Members<br>Math Instructional Specialists<br>Administrationl | August 2026--May 2027 | *Students' math assessments show improvement with major content through modeling & application, and expressing mathematical reasoning.<br><br>*Students' math assessments show progress with students "showing their work".<br><br>*Student engagement evident during learning walks.<br><br>*Evidence of letters, messages, and/or reports sent home on iReady progress. | District Funded Zearn Technological Component<br><br>District Funded iReady Math Curriculum<br><br>LDOE Numeracy Act 260 |
| **Operational** | *Weekly Common Planning Meetings to discuss instruction and determine student need.<br><br>*Bi-Weekly ILT Meetings to | Math Teachers<br>LC Teacher<br>LC Paraprofessional<br>ILT Members<br>Math Instructional Specialists<br>Administration | August 2026--May 2027 | *Student growth evident through data collected and disaggregated in Common Planning and ILT meetings.<br><br>*Student engagement, participation, and increased | District Funded Zearn Technological Component<br><br>District Funded iReady Math Curriculum<br><br>High Dosage Tutoring |

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| | disaggregate data, chart growth, create an action plan & follow up.<br><br>*Monthly School Improvement Team Meetings<br><br>*District Provided Professional Development<br><br>*Professional Development for Teacher Support | | | understanding evident with learning walks.<br><br>*District PD agendas and sign-in sheets<br><br>*Teacher effectiveness with instruction and student growth as shown through observations/evaluations. | LDOE Tier 1 material: LIFT Lessons, FIRE Lessons<br><br>LDOE Numeracy Act 260 |

**Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
K-2 Assessments Embedded in iReady Classroom Mathematics, Zearn data (by math teachers as appropriate) (Weekly/Bi-Weekly)
3rd-4th Assessments Embedded in iReady Classroom mathematics, Zearn data (by math teachers as appropriate) (Weekly /Bi-Weekly)
3rd-4th Math LEAP 2025 (May 2027)
K-3rd Grade Numeracy Kite Assessment (BOY 2026, MOY 2026, EOY 2027)

| CORE ACADEMICS - SCIENCE | **Tier 1 Resources:** | Tier 1 Resources: K – 4: Amplify Science | |
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| ☐ **Student Achievement** | ☐ **Exemplary Customer Service** | ☐ **Operational Excellence** | ☐ **Employee Development** |
| | | | |

**Historical Data Trends:**

| School Year | 2023 – 2024 LEAP 2025 | 2024 – 2025 LEAP 2025 | 2025 – 2026 LEAP 2025 |
|---|---|---|---|
| **Science Trends** | Proficiency (Mastery and Above)<br><br>Grade 3 - 32%<br>Grade 4 - 32% | Proficiency (Mastery and Above)<br><br>Grade 3 - 16%<br>Grade 4 - 34% | Proficiency (Mastery and Above)<br><br>Grade 3 - 23%<br>Grade 4 - 31% |
| **Subgroup Trends** | Proficiency (Mastery and Above)<br><br>SWD<br>Grade 3 - 0%<br>Grade 4 - 0% | Proficiency (Mastery and Above)<br><br>SWD<br>Grade 3 - 0%<br>Grade 4 - 8% | Proficiency (Mastery and Above)<br><br>SWD<br>Grade 3 - 11%<br>Grade 4 - 0% |

**AMBITION**

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

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| **Focus Area #1:**<br>**(Content or Skill)** | To improve student knowledge and understanding of scientific concepts and build student capacity with investigation, evaluation, and scientific reasoning by grade level as defined by the LEAP 2025 Assessment Guidance. |
| **LADOE Target(s)/Standard(s):** | Increase student proficiency on the Science portion of the LEAP 2025 assessment from:<br>23% to 30% in 3rd grade<br>31% to 38% in 4th grade |

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| **SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):** | By May 2027, Port Barre Elementary will improve student knowledge and understanding of scientific concepts and build student capacity with investigation, evaluation, and scientific reasoning as defined by the LEAP 2025 Assessment Guidance, resulting in an increase in the percentage of students scoring proficient on the Science portion of the LEAP 2025 assessment from 23% to 30% in 3rd grade and from 31% to 38% in 4th grade, while delivering targeted Tier-1 support and scaffolded intervention to ensure equitable growth across all student subgroups. |
| **Benchmark Goals:** | **BOY Benchmark Goal**<br>● 80% of students will complete 90% of the investigation notebook pages for the lessons taught within the first nine weeks of school.<br>● Use data from Quarter 1 Summative Assessment data to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide detailed instructional priorities and classroom resources to support differentiated instruction.<br>**MOY Benchmark Goal**<br>● 75% of students will actualize at least a 3% increase on lesson quizzes each nine weeks period.<br>● Use Quarter 2 Summative Assessment data to individualize instruction for students who scored below grade-level on any standard and emphasize areas of refinement through lessons as part of the Tier I curriculum.<br>● Actualize ≥ 10% increase from Quarter 1 Summative Assessment to Quarter 2 Summative Assessment.<br>**EOY Benchmark Goal**<br>● 75% of students will actualize at least a 7% increase in student growth as evidenced by the end of year grades. |

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| | ● Use Quarter 3 Summative Assessment data to individualize instruction for students who scored below grade-level on any standard and emphasize areas of refinement through lessons as part of the Tier I curriculum.<br>● Actualize ≥ 10% increase from Quarter 2 Summative Assessment to Quarter 3 Summative Assessment. |

**AFFIRMATION**

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

**Areas of Progress:** Gains have been made since the implementation of the Tier 1 curriculum as evidenced by Amplify learning walks and school level formal and informal observations from the administrative team and science instructional specialists.

**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:** Ensuring that students are using the CER strategy in explaining scientific reasoning along with ensuring that students are mastering grade-level content by analyzing data from curriculum assessments, student work, and summative assessments.

**Student Learning Problem:** LEAP 2025 data shows area of weakness in the science reporting category of Investigate.

**Root Cause & Supporting Data:** Students have limited exposure to evaluating data, experimental design, and science models as indicated by teacher observations and self reflection.

**Student Impact (Measurable Impact):** All students will receive grade level Tier 1 instruction. Additionally, interventions will be on grade level with below grade level scaffolds for just in time supports (acceleration) measured by observation and review of annotated lessons and student work samples from HQIM that demonstrate the CER strategy.

**Educator Professional Learning Needs:** Increased professional development on state standards and state assessment. PBE will conduct weekly PLC meetings,weekly ILT Meetings, monthly School Improvement Team Meetings, and allow teachers to attend job-embedded Professional Development by District Instructional Specialists. During PLCs and ILTs, teachers will build their knowledge on state standards by reviewing pacing guides, assessment guides, and engaging students through rigor (questioning and discussion, and writing through the use of CER in explaining scientific reasoning), analyzing student work, progress monitoring, and response to intervention. The Bailey Group is contracted through PAC to provide professional development for MTSS and SWD. PBE will focus on growing teachers in order to grow students.

**ACTION STEPS**
**Actions Steps & Progress Indicators**

| ***Strategies to address Root Cause*** *(Choose at least one to action plan)* | ***Specific Activities*** | ***Person(s) Responsible*** | ***Timeline*** | ***Progress Indicators*** | ***Materials/Resources Funding Source and Cost*** |
|---|---|---|---|---|---|
| **Instructional** | Focused instruction in all grade levels on:<br><br>*Progressing using Quarter summative assessments<br><br>*Reason Scientifically through phenomena-based learning and hands-on investigations with investigation notebooks<br><br>*Developing scientific arguments using | Science Teachers<br>LC Teacher<br>LC Paraprofessional<br>ILT Members<br>Science Instructional Specialists<br>Administration | August 2026-- May 2027 | *Students improve their summative assessment score after each quarter by 10% or greater.<br><br>*Students On-the-Fly and Critical Juncture assessments show understanding and improvement with reasoning scientifically through successful scientific arguments.<br><br>*Students writing in Science reveal the use of evidence and reasoning to support a claim/argument. | District Funded Amplify Science Curriculum<br><br>District Funded Amplify Science Curriculum Investigation Materials |

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| | evidence and investigative findings<br><br>*Providing extra support to identified students through small group | | | | |
| **Cultural/ Behavioral** | *Continuous exposure to phenomena-based learning<br><br>*Rich scientific discussion in all lessons<br><br>*Consistent use hands-on investigations, investigation notebooks, key concepts, vocabulary, and evidence-based writing practice | Science Teachers<br>LC Teacher<br>LC Paraprofessional<br>ILT Members<br>Science Instructional Specialists<br>Administration | August 2026-- May 2027 | *Students improve their summative assessment score after each quarter by 10% or greater.<br><br>*Students On-the-Fly and Critical Juncture assessments show understanding and improvement with reasoning scientifically through successful scientific arguments.<br><br>*Students writing in Science reveal the use of evidence and reasoning to support a claim/argument. | District Funded Amplify Science Curriculum<br><br>District Funded Amplify Science Curriculum Investigation Materials |
| **Operational** | *Weekly Common Planning Meetings to discuss instruction and determine student need.<br><br>*Bi-Weekly ILT Meetings to disaggregate data, chart growth, create an action plan & follow up.<br><br>*Monthly School Improvement Team Meetings | Science Teachers<br>LC Teacher<br>LC Paraprofessional<br>ILT Members<br>Science Instructional Specialists<br>Administration | August 2026-- May 2027 | *Student growth evident through data collected and disaggregated in Common Planning and ILT meetings.<br><br>*Student engagement, participation, and increased understanding evident with learning walks.<br><br>*District PD agendas and sign-in sheets | District Funded Amplify Science Curriculum<br><br>District Funded Amplify Science Curriculum Investigation Materials |

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| | *District Provided Professional Development | | | | |

**Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
Grades K – 4 Embedded Assessments in Amplify Science (by science teachers as appropriate)
3rd-4th Science LEAP 2025 (May 2027)

| CORE ACADEMICS – SOCIAL STUDIES | **Tier 1 Resources:** | **Bayou Bridges**<br>K – 4 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** | FIELD TEST (NO RESULTS) | Proficiency (Mastery and Above)<br><br>Grade 3 - 26%<br>Grade 4 - 40% | Proficiency (Mastery and Above)<br><br>Grade 3 - 29%<br>Grade 4 - 30% |

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| **Subgroup Trends** | FIELD TEST (NO RESULTS) | Proficiency (Mastery and Above)<br><br>SWD<br>Grade 3 - 0%<br>Grade 4 - 15% | Proficiency (Mastery and Above)<br><br>SWD<br>Grade 3 - 33%<br>Grade 4 - 0% |

**AMBITION**

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

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| **Focus Area #1:**<br>**(Content or Skill)** | Increase our students' understanding and ability to effectively examine sources and express claims within the social studies curriculum. |
| **LADOE Target(s)/Standard(s):** | Increase student proficiency on the Social Studies portion of the LEAP 2025 assessment from:<br>29% to 36% in 3rd grade<br>30% to 37% in 4th grade |
| **SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):** | By May 2027, Port Barre Elementary will increase students' ability to effectively examine primary and secondary sources and express evidence-based claims within the Social Studies curriculum, resulting in an increase in the percentage of students scoring proficient on the Social Studies LEAP 2025 assessment from 29% to 36% in 3rd grade and from 30% to 37% in 4th grade, with 75% of students demonstrating a 20% growth on quarterly benchmark assessments from the 1st to the 4th nine weeks through targeted Tier-1 instruction and scaffolded support for all student subgroups. |

| Benchmark Goals: | BOY Benchmark Goal |
|---|---|
| | ● 80% of students will attempt to interpret data, graphs, and maps 80% of the time they are presented in the HQIM the first nine weeks.<br>● Use data from Quarter 1 Unit Framing Question data to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide detailed instructional priorities and classroom resources to support differentiated instruction. |
| | **MOY Benchmark Goal** |
| | ● 75% of students correctly interpreted 80% of data, graphs, and maps presented to them in the HQIM as demonstrated by student work.<br>● Use Quarter 2 Unit Framing Question data to individualize instruction for students who scored below grade-level on any standard and emphasize areas of refinement through lessons as part of the Tier I curriculum.<br>● *Actualize ≥ 10% increase from Quarter 1 Unit Framing Question to Quarter 2 Unit Framing Question. |
| | **EOY Benchmark Goal** |
| | ● 80% of students correctly interpreted 85% of data, graphs, and maps presented to them in the HQIM as demonstrated by student work.<br>● Use Quarter 3 Unit Framing Question data to individualize instruction for students who scored below grade-level on any standard and emphasize areas of refinement through lessons as part of the Tier I curriculum.<br>● *Actualize ≥ 10% increase from Quarter 2 Unit Framing Question to Quarter 3 Unit Framing Question. |

**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:** Social Studies Instructional Specialist will support teachers with the implementation of the Tier 1 curriculum. School level formal and informal observations from the administrative team and social studies instructional specialists will be conducted with feedback given after such observation. During PLC's teachers will use assessment data to monitor the success of student goals. The school is fully staffed with full-time teachers who are either 100% certified as educators, or who have a bachelor's degree and are working towards certification. PBE have identified important members of our Instructional Leadership Team, and have regularly scheduled meetings on the calendar. The ILT will focus on providing in-class support, as well as disaggregating data during meetings, determining areas of need, and constructing an action plan with follow-up. Teachers have regularly scheduled Common Planning periods in which the ILT and administration join. The Principal and Administrative Assistant will monitor teachers to confirm the implementation of Tier 1 material is being used along with the Tier 1 Bayou Bridges curriculum. Administration and the ILT will conduct daily learning walks to support instruction and learning. REAL Tutoring will be utilized to target students needing additional support. We will leverage district support from Instructional Specialists, iReady Learning Walks, and Professional Development opportunities.

## ANALYSIS

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

**School's Priority:** To assist students with answering source based questions with regard to interpreting data, graphs, and maps. Ensuring that 30% of students achieve Mastery or Advanced on the Spring 2027 LEAP 2025 assessment.

**Student Learning Problem:** Students struggling with answering source based questions as supported from data from previous LEAP standardized tests.

**Root Cause & Supporting Data:** Students have limited exposure to interpreting data, graphs, and maps as evidenced by teacher observations and self reflection.

**Student Impact (Measurable Impact):** 30% of students will score Mastery or Advanced on the Spring 2027 LEAP 2025 assessment.

**Educator Professional Learning Needs:** Increased professional development on state standards and state assessment. PBE will conduct weekly PLC meetings,weekly ILT Meetings, monthly School Improvement Team Meetings, and allow teachers to attend job-embedded Professional Development by District

Instructional Specialists. During PLCs and ILTs, teachers will build their knowledge on state standards by reviewing pacing guides, assessment guides, and engaging students through rigor (questioning and discussion, and writing through the use of CER), analyzing student work, progress monitoring, and response to intervention. The Bailey Group is contracted through PAC to provide professional development for MTSS and SWD. PBE will focus on growing teachers in order to grow students.

**ACTION STEPS**
**Actions Steps & Progress Indicators**

| ***Strategies to address Root Cause*** *(Choose at least one to action plan)* | ***Specific Activities*** | ***Person(s) Responsible*** | ***Timeline*** | ***Progress Indicators*** | ***Materials/Resources Funding Source and Cost*** |
|---|---|---|---|---|---|
| **Instructional** | Focused instruction in all grade levels on:<br><br>*Progressing using Quarter Unit Framing Questions<br><br>*Set the Context, Explore Sources, Develop Claims, and Express Claims using DBQs<br><br>*Developing evidence-based claims using evidence from primary and secondary sources<br><br>*Providing extra support to identified | Social Studies Teachers<br>LC Teacher<br>LC Paraprofessional<br>ILT Members<br>Social Studies Instructional Specialists<br>Administration | August 2026--May 2027 | *Students improve their Unit Framing Question score after each quarter by 10% or greater.<br><br>*Students' summative and DBQ assessments show understanding and improvement with primary and secondary sources.<br><br>*Students writing in Social Studies reveal the use of evidence and reasoning to support a claim. | State Funded Bayou Bridges Curriculum<br><br>District Provided Unit Framing Questions & DBQs |

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| | students through small group | | | | |
| **Cultural/ Behavioral** | *Continuous exposure to primary and secondary sources<br><br>*Rich discussion in all lessons<br><br>*Consistent use evidence-based writing practice using the CER(ER) strategy | Social Studies Teachers<br>LC Teacher<br>LC Paraprofessional<br>ILT Members<br>Social Studies Instructional Specialists<br>Administration | August 2026--May 2027 | *Students improve their Unit Framing Question score after each quarter by 10% or greater.<br><br>*Students' summative and DBQ assessments show understanding and improvement with primary and secondary sources.<br><br>*Students writing in Social Studies reveal the use of evidence and reasoning to support a claim. | State Funded Bayou Bridges Curriculum<br><br>District Provided Unit Framing Questions & DBQs |
| **Operational** | *Weekly Common Planning Meetings to discuss instruction and determine student need.<br><br>*Weekly ILT Meetings to disaggregate data, chart growth, create an action plan & follow up.<br><br>*Monthly School Improvement Team Meetings | Social Studies Teachers<br>LC Teacher<br>LC Paraprofessional<br>ILT Members<br>Social Studies Instructional Specialists<br>Administration | August 2026--May 2027 | *Student growth evident through data collected and disaggregated in Common Planning and ILT meetings.<br><br>*Student engagement, participation, and increased understanding evident with learning walks.<br><br>*District PD agendas and sign-in sheets. | State Funded Bayou Bridges Curriculum<br><br>District Provided Unit Framing Questions & DBQs |

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| | *District Provided Professional Development | | | | |

**Assessments** (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
Grades K – 4: Embedded Assessments in Bayou Bridges (by social studies teachers as appropriate)
3rd-4th Social Studies LEAP 2025 (May 2027)

# 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 (SWD)<br>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** | **Mastery and above ESS students:**<br>3rd grade ELA - 8%<br>3rd grade Math - 0%<br>3rd grade Science 0%<br><br>4th grade ELA - 10%<br>4th grade Math -10%<br>4th grade Science - 0% | **Mastery and above ESS students:**<br>3rd grade ELA - 0%<br>3rd grade Math - 9%<br>3rd grade Science 0%<br><br>4th grade ELA - 23%<br>4th grade Math -23%<br>4th grade Science - 8% | **Mastery and above ESS students:**<br>3rd grade ELA - 33%<br>3rd grade Math - 22%<br>3rd grade Science 11%<br>3rd grade Social Studies 33%<br><br>4th grade ELA - 13%<br>4th grade Math - 0%<br>4th grade Science - 0%<br>4th grade Social Studies - 0% |
| **Subgroup Trends** | **Basic ESS students**<br>3rd grade ELA - 25%<br>3rd grade Math - 17%<br>3rd grade Science - 25%<br><br>4th grade ELA - 0%<br>4th grade Math - 10% | **Basic ESS students**<br>3rd grade ELA - 36%<br>3rd grade Math - 27%<br>3rd grade Science - 9%<br><br>4th grade ELA - 23%<br>4th grade Math - 23% | **Basic ESS students**<br>3rd grade ELA - 56%<br>3rd grade Math - 33%<br>3rd grade Science - 33%<br>3rd grade Social Studies - 33%<br><br>4th grade ELA - 50%<br>4th grade Math - 25% |

| | | | |
|---|---|---|---|
| | 4th grade Science - 20% | 4th grade Science - 23% | 4th grade Science - 50%<br>4th grade Social Studies - 38% |

**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?

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|---|---|
| **Focus Area #1: (Content or Skill)** | To improve ESS student knowledge and understanding of grade specific content for each subject area |
| **LADOE Target(s)/Standard(s):** | Increase ESS student scoring at basic and above for each subject area by 7%. |
| **SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):** | 50% of ESS students will show a 5% increase of their goal as evidenced by the nine weeks ESS progress report. |

| Action Steps and Audience (Include Subgroups - Aligned to the Strategies) | Persons Responsible | Target Date(s)/Timeline | Funding Source(s) and Cost | Documentation |
|---|---|---|---|---|
| **Instruction:**<br><br>Students will participate in instruction by regular education teachers, as well as special education teachers<br><br>Teachers will progress monitor students and adjust instruction accordingly. | ESS Teachers<br>Paraprofessional who service ESS students | August 2026-- May 2027 | N/A | To improve outcomes for students receiving Exceptional Student Services (ESS), Port Barre Elementary will establish a structured, collaborative framework centered on rigorous instruction, strict service compliance, and regular data monitoring.<br><br>General education teachers, special education teachers, and paraprofessionals will engage in routine co-planning to annotate Tier-1 lessons, design targeted scaffolds, and review student work samples. Daily inclusion and resource |

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| | | | | service minutes will be systematically tracked and audited to ensure full compliance with every student's Individualized Education Program (IEP). Furthermore, IEP teams will continuously evaluate the necessity and impact of accommodations, relying on weekly and bi-weekly progress monitoring data to adjust interventions dynamically.<br><br>To prepare students for state testing, teachers will explicitly teach LEAP-aligned test-taking strategies and administer mock assessments using exact IEP testing accommodations. These academic supports will be paired with a positive classroom culture that builds test confidence through visual progress tracking, goal-setting discussions, and student incentives. |

## 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**:<br>● Teachers will participate in high-quality Tier 1 professional development sessions which will be | ELA Teachers/ District ELA Instructional | August 2026--May 2027 | Title 1 | ● Educator Academy sign in sheet |

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| provided by the St. Landry Parish School District throughout the school year in the content areas of:<br>○ **ELA**<br>○ **Math**<br>○ **Science**<br>○ **Social Studies**<br><br>● Math Lead Teachers will redeliver to school level math teachers when needed during Common Planning and/or school-level professional development days.<br><br>● ELA Lead Teachers will redeliver to school level ELA teachers when needed during Common Planning and/or school-level professional development days.<br><br>● Science Lead Teachers will redeliver to school level Science teachers when needed during Common Planning and/or school-level professional development days.<br><br>● Social Studies Lead Teachers will redeliver to school level Social Studies teachers when needed during Common Planning and/or school-level professional development days.<br><br>● District Instructional Specialists will provide school level professional development when needed, or as requested. | Specialists/ District ELA Supervisor<br><br>Math Teachers/ District Math Instructional Specialists/ District Math Supervisor<br><br>Science Teachers/ District Science Instructional Specialists/ District Science Supervisor<br><br>Social Studies Teachers/ District Social Studies Instructional Specialists/ District Social Studies Supervisor<br><br>SEL School Chairperson/ SEL District Chairperson<br><br>Exceptional Student Services Teacher/ Exceptional Student Services | | | ● Conference agenda, sign in sheet for redeliver<br><br>● Conference agenda, sign in sheet for redeliver<br><br>● PLC weekly agenda, sign in sheet |

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| • SEL & PBIS chairpersons will attend district provided professional development and redeliver to school level teachers when needed<br><br>• Exceptional Student Services teachers and paraprofessionals will attend training and professional development provided by District Exceptional Student Services personnel.<br><br>• Additional professional development may be provided by the school level administration and/or outside vendors as needed.<br>• *PE Teachers will attend L.A.P.H.E.R.D convention*<br><br>• Administration will attend the Teacher Leader Summit in May.<br><br>• ILT members (Lead teachers) will lead PLCs weekly | Paraprofessional/ District Exceptional Student Services Instructional Specialists/ District Exceptional Student Services Supervisors | | | |

# MULTI-TIERED SYSTEM OF SUPPORT

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

## SEL Foundation for MTSS Success

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

**For the 2026- 2027 school year, schools will be asked to select one component from two different focus areas that have been highlighted**

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

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

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

| Indicator Focus Area 1: SEL Integrated into Academics | | Indicator Focus Area 2: Supportive School and Classroom Climate (PBIS) | |
|---|---|---|---|
| **S** | SEL lessons will be integrated across the curriculum. These SEL lessons will be delivered during physical education classes. | **S** | PBES will develop an environment conducive to learning by ensuring a strong PBIS system in place campus wide. |
| **M** | Administration will monitor the success of the SEL lessons to create a safe welcoming environment as evidenced by student attendance meeting the 95% goal each month. | **M** | PBE will monitor success using PBIS data 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 teachers' lesson plans should reflect SEL integration. | **A** | Areas of misbehavior will be identified according to data. These will be areas we focus on to ensure that students are following the rules. We will ensure that students understand and practice the expected behaviors. Teachers will monitor, correct, and reward as needed. |

| | | | |
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| **R** | We will create safe welcoming environments where stakeholder's 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 quarter, teachers will begin the scope and sequence for SEL instruction.<br>Teachers will choose one area to focus on in order to assist their students. This focus area will be adjusted as students show progress. | **T** | By the end of the first quarter, we will have explicitly taught all behavior expectations to all students.<br>By the end of August, all teachers will be familiar with PBIS rules and expectations.<br>A focus area will be identified monthly. |
| **I** | All students will be part of the review each morning during the morning meeting. By focusing on this instruction, we 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 lifelong 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:** During the 2026-2027 school year, PBES will focus on ensuring that every student will receive weekly SEL instruction. | | **Goal Statement:** During the 2026-2027 school year, the school wide office referrals will decrease by 3% based on the effects of the PBIS system. | |

## 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<br>Classroom Instructional Strategies | PBIS expectations<br>SEL screening<br>Leader in Me |
| **Tier II** | |
| Small group (Targeted Assistance) | Check in Check out<br>Relationship Agreements or "Stay Away" Agreement<br>Help/Hinder Worksheet |
| **Tier III** | |
| Individual or small group to address individual needs | Check-ins (counselors and/or admin team)<br>Referral to counselor |

### Monitoring Interventions

**How will your school make sure that interventions are taking place?** The administration team will monitor interventions in our weekly meetings.

### Scheduling

**What is the designated time for Explicit SEL Instruction?** Weekly during morning devotion and during PE class.

**How will time be scheduled for PLCs/Grade or Content Teams?** Grade Level PLC's are scheduled through the master schedule. Teachers may meet weekly to discuss and analyze data across grade levels.

**Planning for the Future:**
**How can individualized learning time (ILT) be scheduled for students throughout the school year? (ILT--a time set aside for students to work independently on learning goals, online programming, etc.)**
Students work on their individualized learning path daily during intervention time while the teacher is working with a small group of students remediating deficits based on student data.

## 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** |
| **Playground** | Walk on cement area<br>Keep rocks on ground | Keep hands to yourself<br>Take turns | Line up when the whistle blows.<br>Zero talking in line.<br>Follow dress code.Throw trash in trash can |
| **Cafeteria** | Walk in single line<br>Stay seated<br>Designate door holder | Use zero voice<br>Practice good table manners<br>Stand behind the last person in line | Keep area clean<br>Dispose of food in trash can correctly<br>Follow the 1+1+1+2 rule |
| **Restroom** | Stay off walls and doors.<br>Use toilet or urinal correctly<br>Walk only<br>Use designated restroom | Do business quickly and quietly<br>Keep stall doors closed<br>One person per stall | Keep bathroom neat and clean<br>Throw paper in trash can<br>Keep bathroom free of graffiti<br>Follow dress code |
| **Bus** | Walk to the bus area.<br>Line up correctly<br>Wait until bus door opens before entering | Food and drink remain in your backpack<br>Sit in your designated seat<br>Use inside voices | Keep area neat and clean<br>Listen/Watch for your bus<br>Line up correctly<br>Follow dress code |

| | | | |
|---|---|---|---|
| **Breezeway** | Walk on the right side<br>Keep hands, feet, and objects to yourself | Line up correctly for bathroom or water<br>Follow dress code | Walk in a timely manner to your destination.<br>Follow dress code |
| **Playground** | Walk on cement area<br>Keep rocks on ground | Keep hands to yourself<br>Take turns | Line up when the whistle blows.<br>Zero talking in line.<br>Follow dress code.Throw trash in trash can |

**What is your plan to explicitly teach behavior expectations at the beginning of each semester? Please list below:**
The PE teachers, along with faculty and staff, will teach the PBIS expectations to students at the beginning of the school year. The PBIS expectations are reviewed daily via the morning meeting slide show. Specific area expectation posters are posted around campus.

# 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**<br>**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.**<br>**Include Subgroups - Aligned to the Strategies** | **Persons Responsible** | **Target Date(s)/Timeline** | **Materials/Resources Funding Source(s) and Cost** | **Documentation** |
| **Parent and Family Engagement**:<br>1. PBES Title 1 Presentation (BOY)<br>2. Open House (2nd nine weeks )<br>3. Academic Awards (EOY)<br>4. Home to School Communication Folders ($2,027)<br>5. Monthly Calendar and Newsletter<br>6. Daily school information sent through different platforms | Administration, teachers, and paraprofessionals | August 26 - May 27 | Title 1:<br>➔ Parent-teacher communication folders $2,027 | 1. Sign in sheet<br>2. Presentation<br>3. Awards Program<br>4. Folders<br>5. Newsletter |
| **MTSS Parent and Family Engagement**:<br>1. ELA Literacy Event<br>2. Math Event<br>3. Daily E-tip Parent Engagement Messages | Administration, teachers, and paraprofessionals | August 25 - May 26 | Title 1: | 1. Sign in sheet<br>2. Sign in sheet<br>3. Facebook post |

**How are you going to communicate with parents about the MTSS plan?** Parents are informed about the MTSS plan during the SBLC process. During the SBLC meeting, the students' academics, behavior, and attendance is discussed at which time the parent is informed of the different tiers.

**How are you working with students this year?** Regular education teachers will be working with students in small group instruction within the classroom. Some students will go to the learning center for interventions based on students' needs. Some students will go to High Dosage Tutoring based on need. Some students will go to resource with the special education teacher for interventions based on student need.

**How are you going to increase parental involvement in MTSS?** PBES will increase parental involvement in the MTSS process by increasing parent communication through JCall, Rooms app, phone calls, notes home, and parent/teacher conferences.

| | |
|---|---|
| **MTSS Plan Overview** | MTSS program will include:<br>➢ **Tier I** will provide all students with high quality classroom instruction with the regular education teacher providing whole group and small group instruction within the classroom.<br>➢ **Tier II** will provide some students with more targeted support through learning center interventions based on students' needs.<br>➢ **Tier III** will provide a select group of students with intensive support with the teacher providing interventions based on student need. |
| **Academic Programs & Interventions** | The programs utilized for core content instruction are CKLA, Amplify Science, Iready Math, Zearn, and SS Bayou Bridges. |
| **SEL & Behavior Interventions** | PBIS interventions such as behavior contracts or providing a mentor to students based on need through classroom referrals/SEL screeners and school counselor services to students in need based on classroom referrals/SEL screeners |

**Community Involvement**
**How are you going to foster community partnerships to assist with your MTSS Plan? *Please list below.***
PBES will increase community involvement in the MTSS process by partnering with community partners to provide lessons to students. PBES will also invite community members to campus to assist with various activities to increase students' academic, behavioral, and attendance performance throughout the school year.

# 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** |
| Provide mentor teacher to new teachers and teachers working on obtaining certification | Teacher with Master's degree; Content Lead teacher certification; or Mentor teacher certification | August 2026 to May 2027 | N/A | Mentor documentation |

# 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** |
| At the end of year, collaborate with PBHS in order to plan a way for 4th grade students to discuss the expectations for the next school year. | Principal, Assistant Principal; and 4th grade teachers | May 2027 | N/A | Documentation of the event |
| At the end of year, collaborate with the PB headstart that feeds into PBES to be able to send parent communication to discuss the expectations for the following school year. | Principal, Assistant Principal; and Kindergarten teachers | May 2027 | N/A | Documentation of the event |

# Principal Supervisor Quarterly Review

| ***Quarter #1***<br>***Date:*** | ***Evidence and Resources Reviewed*** | ***Potential Adjustments*** |
|---|---|---|
| | | |
| ***Quarter #2***<br>***Date:*** | ***Evidence and Resources Reviewed*** | ***Potential Adjustments*** |
| | | |
| ***Quarter #3***<br>***Date:*** | ***Evidence and Resources Reviewed*** | ***Potential Adjustments*** |
| | | |
| ***Quarter #4***<br>***Date:*** | ***Evidence and Resources Reviewed*** | ***Potential Adjustments*** |
| | | |