SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

2025 - 2026

School Name: Port Barre Elementary

School Principal Name: Billie L. Cortez

Grade Configuration: Pre-K - 4th

School Address: 199 O G Track Road

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

Table of Contents

District Vision, Mission, & Priorities	3
School Vision and Mission	4
District Assurance	5
Contact Information	6
Faculty Assurance	8
Louisiana's Goals and Priorities	11
Data Types	12
Comprehensive Needs Assessment	13
Action Plan	18
CORE ACADEMICS - ELA	19
CORE ACADEMICS - Mathematics	22
CORE ACADEMICS – Science	25
CORE ACADEMICS – Social Studies	28
Non-CORE Academics	31
PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics	34
MULTI-TIERED SYSTEM OF SUPPORT	35
PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics	38
Instruction by Certified Teachers – Certified Teacher Recruitment	39
Transition to Next Level School Programs	40
Principal Supervisor Quarterly Review	41

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 Billie L. Cortez - *Billie L. Cortez*	Date
Principal Supervisor	Date

CONTACT INFORMATION

School-wide School Improvement Chairperson: _____

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
Billie L. Cortez	Principal
Ashley Hargroder	Assistant Principal
Sarah Keys	Chairperson - Teacher - 4th
Wendy Degueyter	Teacher - Kindergarten
April Byrom	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

☐ 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, LSU-E
Technical Institute	
Feeder School(s)	Good Shepherd Montessori, Port Barre Head Start
Community	OGH, Sheriff Guidroz, DARE Program, PB Fire Dept, PB Police Dept, Community Health Partners
Business/Industry	PB Exxon, Bourque's Grocery, PB McDonalds, Totally Twisted, King's, PB ShopRite, Dollar General, Chicken King, Sonic, Pizza Hut
Private Grants	Eat Move Grow, Enbridge, SOLA Giving Day
Other	Project Hope-Life Skills

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
	Billie L. Cortez	Principal	
	Ashley Hargroder	Assistant Principal	
	Mia Martin	PreK Teacher	
	Emily Deville	PreK Teacher	
	Erin Grimmett	Kindergarten Teacher	
	Wendy Degueyter	Kindergarten Teacher	
	Lacy LeJeune	Kindergarten Teacher	
	Patty Malveaux	PreK/Kinder Resource	
	Chloe Perkins	First Grade	
	Michaella Lamke	First Grade	
	April Byrom	First Grade	
	Krystle Breaux	First Grade	
	Angela Rideaux	Second Grade	
	Kristen Miller	Second Grade	
	Tonya Stelly	Second Grade	
	Heather Fontenot	Third Grade	
	Samantha Fontenot	Third Grade	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
	Amy Meche	Third Grade	
	Morgan Matte	Third Grade	
	Sarah Keys	Fourth grade	
	Olivia Campbell	Fourth grade	
	Reagan Aymond	Fourth grade	
	Kailtin Hadley	Fourth grade	
	Stephanie Curley	SPED	
	Jacquelyn Jackson	SPED	
	Ayooluwa Donatto	SPED	
	Nina Kimble	Learning Center	
	Amanda Peck	PE	
	Casey LeJeune	PE	
	Zenonova Landry	Adaptive PE	
	Ashley Doucet	Speech Pathologist	
	Gerri Olivier	Paraprofessional	
	Carla Leger	Paraprofessional	
	Danielle Thomas	Paraprofessional	
	Shelby Artigue	Paraprofessional	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
	Angela Anderson	Paraprofessional	
	Natalie Fontenot	Paraprofessional	
	Lucille Sam	Paraprofessional	
	Courtney Jennings	Paraprofessional	
	Katie Williams	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		• 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 2025 - 2026 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. Fourth Grade - 62% of students scored mastery or above on the major content subcategory of Solve Multi-Step Problems	Spring 2025 Leap 2025 Math School Report
2. Third Grade - 55% of students scored mastery or above on Spring 2025 Leap Mathematics	Spring 2025 Leap 2025 Math School Report
3. Third Grade - 49% and Fourth Grade - 48% of students scored mastery and above on vocabulary of the Spring 2025 Leap English Language Arts.	Spring 2025 Leap 2025 Math School Report
4. Third Grade - 41% of students scored mastery or above on Spring 2025 Leap 2025 English Language Arts	Spring 2025 Leap 2025 English Language Arts School Report
5. Third Grade - 60% and Fourth Grade - 56% of students scored mastery or above on the writing performance of the Spring 2025 Leap 2025 English Language Arts	Spring 2025 Leap 2025 English Language Arts School Report

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: 1. Observational data 2. Common Planning/PLC data 3. Professional Development data	**Findings** 1. Teachers collaborated regarding curriculum across subject and grade levels 2. Instructional staff participated in common planning/PLC 3. Professional Development opportunities where teachers redeliver information to their co-teachers.

Contributing Factor #2: Consistency of strategies taught for writing and comprehension in ELA across grade levels	
Instrument(s): Writing Strategies (CER)	
Data Type: 1. LEAP Data 2. Student Essays 3. Student written responses	**Findings** 1. 60% (3rd grade) and 56% (4th grade) of students scored mastery or above on the writing portion of the LEAP 2. There is a progression of writing taught throughout the grade levels. Across grade level collaboration of writing (3rd/4th) 3. There is a consistent writing strategy used across content areas (RACE to CER)

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

Comprehensive Needs Assessment

SY 2025 - 2026 Schoolwide Planning

Part 2: WEAKNESSES

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

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

WEAKNESSES	DATA SOURCE/INSTRUMENT
1. 3rd Grade ELA LiteraryText reading sub categories is 36% Basic and below	Spring 2025 Leap 2025 ELA Data Report
2. 3rd Grade Math Products & Quotients/Solve Multiplication & Division Problems is 75% Basic and below	Spring 2025 Leap 2025 Math Data Report
3. 34% of Grade K-3 students are below benchmark on DIBELS	2024-2025 SY DIBELS EOY Data
4. SPED subgroup are performing basic and below across all subject areas	Spring 2025 Leap 2025 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: 1. Teacher observational data 2. Observational data 3. Student Assessments/Cold Reads	**Findings** 1. Not enough resources to address foundational literacy skills (ie. cold reads) 2. Students not having enough independent practice on reading fluency and higher level questions. 3. Students struggle with reading and answering comprehension questions and need more exposure to help master this concept (ie. cold reads).

Contributing Factor #3: Time constraints	
Instrument(s): LEAP/Dibels data	
Data Type: 1. LEAP Data 2. Classroom observational data 3. Teacher observational data	**Findings** 1. Science has less instructional minutes to address the standards to mastery. 2. Attendance, including late arrivals and early check outs, take away instructional minutes. 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: 1. LEAP Data 2. Classroom observational data 3. Teacher observational data	**Findings** 1. ESS/SPED students take longer to grasp concepts in order to reach mastery 2. ESS/SPED students feel defeated due to lack of previous success in the classroom. 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.*** **ELA:** Students struggle with Literary and informational text. **Math:** Students struggle with Products & Quotients.. **Science:** Students struggle with the investigation and evaluation of science tasks. **Social Studies**: Students struggle with the establishing context 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. ***Identify objectives for each Core Academic area and the subgroups.*** **ELA:** Students will improve students' ability to demonstrate reading comprehension with an emphasis on citing textual evidence, making inferences, and writing across the curriculum. **Math:** Students will improve student knowledge and understanding of mathematical concepts 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. **Science:** Students will 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. **Social Studies:** Students will improve student knowledge and understanding of social studies concepts and build student capacity with establishing context by grade level as defined by the LEAP 2025 Assessment Guidance				
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) Interventions - University of Florida Literacy Interventions (UFLI)	
☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development

Historical Data Trends:

School Year	2022 – 2023 LEAP 2025	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025
ELA Trends	Proficiency (Mastery and Above) Grades 3 - 41% Grade 4 - 44%	Proficiency (Mastery and Above) Grade 3 - 51% Grade 4 - 44%	Proficiency (Mastery and Above) Grade 3 - 41% Grade 4 - 39%
Subgroup Trends	Proficiency (Mastery and Above) SWD Grade 3 - 0% Grade 4 - 0%	Proficiency (Mastery and Above) SWD Grade 3 - 8% Grade 4 - 10%	Proficiency (Mastery and Above) SWD Grade 3 - 0% Grade 4 - 23%

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)**	To improve students' ability to demonstrate reading comprehension with an emphasis on literary and information texts.
LADOE Target(s)/Standard(s):	- Increase student proficiency of Grades 3 on the ELA portion of the LEAP 2025 assessment from 41% to 48% - Increase student proficiency of Grade 4 on the ELA portion of the LEAP 2025 assessment from 39% to 46%
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	75% of students will achieve greater than or equal to 85% of their typical growth target from Diagnostic 1 to Diagnostic 3.
Benchmark Goals:	**BOY Benchmark Goal**
	● Utilize Accelerated Reader to increase students' independent reading levels and to increase students' reading stamina.
	MOY Benchmark Goal
	● 75% of students will pass 70% of their comprehension quizzes on the Accelerated Reader program during the first third nine weeks grading periods. ● 75% of students will progress by greater than or equal to 40% of the typical growth target from Diagnostic 1 to Diagnostic 2
	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. ● 75% of students will actualize greater than or equal to 85% of the typical growth from Diagnostic 1 to 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: PBE is fully staffed. The master schedule allows for grade level planning. The district has ELA Instructional Specialists support teachers with the implementation of the Tier 1 curriculum. PBE has a Learning Center teacher that supports small group instruction of at-risk students who have been identified from DIBELS data, LEAP 2025 data, and IReady data. We have an assigned person to monitor Accelerated Reader progress and print reports to bring to ILT meetings. University of Florida Literacy Interventions will be utilized to extend the learning of those students identified as needing additional support. HIgh Dosage Tutoring will be used during intervention time to provide additional support to students who are at risk. Gains have been made since the implementation of the Tier 1 curriculum as evidenced by iReady learning walks and school-level formal and informal observations by ILT, iReady PD specialists, and ELA instructional specialists. We will leverage the specialists to continue improving the implementation of the Tier 1 curriculum. Administration will monitor the SMARTE goal by utilizing the data.

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 reading literary and informational texts. DIBELS EOY data indicates that 34% of students in grades K-3 are not proficient in literacy.

Root Cause & Supporting Data: Many students are not on grade level in reading. 34% of Grade K-3 students are below benchmark on DIBELS.

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 iReady and Dibels data.

Educator Professional Learning Needs: Job embedded professional development (instructional specialists) on assessment guidance, engaging students through rigor (questioning and discussion and CER), analyzing student work, progress monitoring, and response to intervention. The Bailey Group has been contracted through PAC to provide professional development for MTSS and SWD.

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: citing textual evidence, making inferences from text, written expression. reading comprehension, and providing extra support to struggling students.	ELA teachers LC teacher	Aug 25 - May 26	Students showing growth in Iready Diagnostics and Amplify Boost. AR reports show increase in reading comprehension Student writing samples Students showing growth in comprehension by improvement in cold read assessments	District Funded CKLA
	3rd and 4th grade Leap practice sessions - in class and after school tutoring	Grade 3/4 teachers	Jan-March 2026	Sign in Sheet	

	Schoolwide CER in every class every day. Grades 1-4 utilize Accelerated Reader (AR)	Administrators All teachers Grade 1-4 ELA teachers	Aug 25 - May 26 Aug 25 - May 26	Student writing samples brought to PLC's Accelerated Reader (AR)	 Title 1: AR $2,980.20
Cultural/ Behavioral	LEAP Practice tests will be copied for student practice use and shared with parents at Information night in order for parents to understand the depth of knowledge needed for state testing.	Grade 3/4 teachers	Jan 2026 - April 2026	Student data on practice test Sign in sheet from parent information night	Title 1: Novatech Maintenance (copier) $3,417.84
Operational	PLC and job embedded professional development focused on student engagement, formative assessment, and effective implementation of Tier 1 curriculum	ILT, ELA teachers, ELA instructional specialists,	Aug 25-May 26	Increased student engagement as evidenced during walkthroughs, lesson annotation, PLC forms	Title 1:

	Implementation of UFLI as an intervention program to address at risk students in reading deficit areas.	Interventionist ELA teachers SPED teachers & Paraprofessionals	Aug 2025 - May 2026	Closing the gap for our at risk student population	
	Implementation of iReady Assessment and Personalized Instruction in reading to address students reading comprehension and vocabulary knowledge	ELA teachers in 2-3, SPED teachers	Aug 2025- May 2026	Improved reading comprehension and vocabulary knowledge	Title 1: iReady reading licences $6,125.00

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), Assessments Embedded in CKLA, iReady Diagnostics (administered online 3x per year)
3rd-4th: Assessments embedded in CKLA (ELA Content Standards, by ELA teachers) DIBELS 8 (measured 3x per year) iReady Diagnostics (administered online 3x per year)

CORE ACADEMICS - MATH	Tier 1 Resources:	K - 8: iReady Classroom Mathematics	
☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development

Historical Data Trends:

School Year	2022 – 2023 LEAP 2025	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025
Math Trends	Proficiency (Mastery and Above) Grade 3 - 43% Grade 4 - 45%	Proficiency (Mastery and Above) Grade 3 - 37% Grade 4 - 54%	Proficiency (Mastery and Above) Grade 3 - 47% Grade 4 - 55%
Subgroup Trends	Proficiency (Mastery and Above) SWD Grade 3 - 0% Grade 4 - 8%	Proficiency (Mastery and Above) SWD Grade 3 - 0% Grade 4 - 10%	Proficiency (Mastery and Above) SWD Grade 3 - 9% Grade 4 - 23%

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)**	To improve student knowledge and understanding of mathematical concepts 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 of Grades 3 on the Math portion of the LEAP 2025 assessment from 47% to 54% - Increase student proficiency of Grade 4 on the Math portion of the LEAP 2025 assessment from 55% to 62%
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	75% of Students will achieve 85% of their typical growth target from Diagnostic 1 to Diagnostic 3
Benchmark Goals:	**BOY Benchmark Goal**
	● Utilize iReady MyPath to assist students with meeting or exceeding their typical growth target by Diagnostic 3.
	MOY Benchmark Goal
	● 75% of students will progress by greater than or equal to 40% of the typical growth target from Diagnostic 1 to Diagnostic 2
	EOY Benchmark Goal
	● 75% of students will actualize greater than or equal to 85% of the typical growth from Diagnostic 1 to 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: Math Instructional Specialist will support teachers with the implementation of the Tier 1 curriculum. Additionally, we have reached out to Curriculum Associates to provide additional PD to our teachers. High Dosage Tutoring 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 Iready learning walks and school level formal and informal observations from the administrative team, Iready PD specialists, and math instructional specialists. 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: Ensuring that students achieve at a minimum their target growth target and preferably their stretch growth target by the end of Diagnostic 3 so that students are ready for success when they transition to middle school. Improving student success with applying their understanding and skills in real-world and mathematical situations.

Student Learning Problem: LEAP data indicates that students are weak in the area of application problems of all types (I, II, III). 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. Teacher observation 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 as well as improved student outcomes as indicated by iReady data and improved outcomes on application problems in the HQIM.

Educator Professional Learning Needs: Job embedded professional development (instructional specialists) on pacing, assessment guidance, engaging students through rigor (Type 3 problems), analyzing student work, progress monitoring, and response to intervention.

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 on Major Content by grade level	Math Teachers	August 25 - May 26	Students reaching at least early on grade level on Diagnostic, lesson quizzes, unit tests, scoring 70% or higher on all iReady MyPath lessons	District Funded: Iready Curriculum
	Focused increase of math fact fluency using resource book - Math Fact Fluency	Math Teachers	August 25 - May 26	Lesson plans Work Samples	Title 1: Xtra Math $500.00
	Continuous spiral review on all math assessments (formal and informal) with students completing test corrections (when needed)	Math teachers Administration	August 25 - May 26	assessment and data reviews, lesson annotations, evidence of math corrections	Title 1:

	Utilization of rich mathematical discourse in all lessons, consistent use of three read protocol, exit tickets (as part of effective HQIM implementation) 3rd and 4th grade Leap practice sessions - in class and after school tutoring	Math Teachers Administration Grade 3 & 4 math teachers	August 25 - May 26 Jan 2026 - March 2026	observations of lessons Sign in sheets	Title 1: Title 1 Tutoring $39 per hour
Cultural/ Behavioral	Utilization of the weekly iReady parent letters to assist parents with understanding the math strategies	Math teachers	August 2025 - May 2026	weekly Iready parent letters	
Operational	Job embedded professional development and collaboration among teachers focused on student engagement, formative assessment, student work analysis, effective implementation of Tier 1 curriculum	Math Teachers Instructional Specialists and Iready PD specialist	August 25 - May 26	Increased student engagement evidenced by walkthroughs, student work samples that indicate increased understanding, lesson annotation, collaboration among teachers	Title 1 -

	Teachers will use technology for Google classroom, vetted standards-aligned question bank, instant data to drive instruction, Practice tests with technology-enhanced items and actual state-released items, get additional features like read-aloud, test security settings and in-depth reports.	Grade 1-4 teachers	Aug 25 - May 26	Collaboration among teachers, data reports	Title 1 - Pear Assessment Subscription - District funded
	Math teachers attend professional development sessions offered by LATM, Iready Summit, LDOE	Grades K-4	Oct 25-May 26	Agenda and PD log	Title 1:

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
K-2 Assessments Embedded in iReady Classroom Mathematics, iReady Diagnostics
3rd-8 Assessments Embedded in iReady Classroom mathematics, iReady Diagnostics
High School: Assessments Embedded in Savvas Envision AGA

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

Historical Data Trends:

School Year	2022 – 2023 LEAP 2025	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025
Science Trends	Proficiency (Mastery and Above) Grade 3 - 17% Grade 4 - 29%	Proficiency (Mastery and Above) Grade 3 - 32% Grade 4 - 32%	Proficiency (Mastery and Above) Grade 3 - 16% Grade 4 - 34%
Subgroup Trends	Proficiency (Mastery and Above) SWD Grade 3 - 0% Grade 4 - 0%	Proficiency (Mastery and Above) SWD Grade 3 - 0% Grade 4 - 0%	Proficiency (Mastery and Above) SWD Grade 3 - 0% Grade 4 - 8%

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)**	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 of Grades 3 on the Science portion of the LEAP 2025 assessment from 16% to 23% - Increase student proficiency of Grade 4 on the Science portion of the LEAP 2025 assessment from 34% to 41%
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	75% of students will show an increase of 20% from Practice Test 1 to Practice Test 2.
Benchmark Goals:	**BOY Benchmark Goal**
	● 80% of students will complete 90% of the investigation notebook pages for the lessons taught within the first nine weeks of school
	MOY Benchmark Goal
	● 75% of students will actualize at least a 3% increase on lesson quizzes each nine weeks period.
	EOY Benchmark Goal
	● 75% of students will actualize at least a 7% increase in student growth as evidenced by the end of year grades.

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.

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. 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: Job embedded professional development (instructional specialists) on pacing, assessment guidance, and on the utilization of the CER strategy in explaining scientific reasoning.

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	Job embedded professional development and collaboration among teachers focused on student engagement, formative assessment, student work analysis, effective implementation of Tier 1 curriculum	K-4 Science Teachers, Instructional Specialist, Amplify Consultant	Aug 25-May 26	Increased student engagement evidenced by walkthroughs, student work samples that indicate increased understanding, lesson annotation, collaboration among teachers	District Funded
	Focused Tier 1 instruction using Amplify Science	K-4 Science Teachers	Aug 25-May 26	Lesson Plans, Learning walks, observations with feedback via Bullseye	District Funded: Amplify Science curriculum
	Teachers will provide hands-on learning science experiments.	All teachers	Aug 25 - May 26	Increased student understanding and engagement of science using hands-on science experiments during lessons.	Title 1 -

	School wide implementation of CER - Teachers will utilize document cameras to show students how to correctly use CER across the curriculum. Students use large post-its to demonstrate the CER strategy.	All teachers	Aug 25 - May 26	Lesson observations, student work samples	Title 1
Operational	K-4 Science Teachers attend district Educator Academy to unpack the standards for the unit.	K-4 Science Teachers	Aug 25 - May 26	District sign in Sheet	District Funded: Educator Academies
Instructional	Teachers will utilize technology for vetted standards-aligned question bank, instant data to drive instruction, practice tests with technology-enhanced items	2-4 Science Teachers	Aug 25-May 26	Collaboration among teachers, data reports	Title I: Study Island subscription $3,648.95

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

CORE ACADEMICS – SOCIAL STUDIES	Tier 1 Resources:	Tier 1 Resources: Bayou Bridges K – 4 Bayou Bridges	
☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development

Historical Data Trends:

School Year	2022 – 2023 LEAP 2025	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025
Social Studies Trends	Proficiency (Mastery and Above) 15% Proficient	FIELD TEST (NO RESULTS)	Proficiency (Mastery and Above) Grade 3 - 26% Grade 4 - 40%
Subgroup Trends	Proficiency (Mastery and Above) SWD - 0%	FIELD TEST (NO RESULTS)	Proficiency (Mastery and Above) SWD Grade 3 - 0% Grade 4 - 15%

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
LADOE Target(s)/Standard(s):	Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning.
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By the end of the year, students will have increased their knowledge and understanding of interpreting data, graphs, and maps.
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.
	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.
	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.

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.

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.

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 evaluating data, experimental design, and science models. Teacher observations and self reflection.

Student Impact (Measurable Impact): 60% of students will score basic and above on the new Social Studies LEAP test

Educator Professional Learning Needs: Increased professional development within the new state standards and state assessment.

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	Teachers will implement new state curriculum and differentiate based on student needs Teachers will use assessments from curriculum and review data in order to guide instruction	Teachers, Assistant Principal, Principal Teachers, Assistant Principal, Principal	8-12-25 until 5-21-26 8-12-25 until 5-21-26	Student assessments, progress, evidence of recorded teacher instruction Student assessments, progress, evidence of recorded teacher instruction	District-purchased curriculum
Operational	Job embedded professional development and collaboration among teachers focused on student engagement, formative assessment, student work analysis, effective implementation of Tier 1 curriculum	Teachers, Instructional Specialist, Assistant Principal, Principal	8-12-25 until 5-21-26	Increased student engagement evidenced by walkthroughs, student work samples that indicate increased understanding, lesson annotation, collaboration among teachers	Title I:

Instructional	Teachers will implement new state curriculum and differentiate based on student needs	Teachers, Assistant Principal, Principal	8-12-25 until 5-21-26	Student assessments, progress, evidence of recorded teacher instruction	District-purchased curriculum
	Teachers will use assessments from curriculum and review data in order to guide instruction	Teachers, Assistant Principal, Principal	8-12-25 until 5-21-26	Student assessments, progress, evidence of recorded teacher instruction	

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: Exceptional Student Services (SWD) Resources:		
☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development

Historical Data Trends:

School Year	2022 – 2023	2023 – 2024	2024 – 2025
Subgroup Trends (mastery and above)	**Mastery and above ESS students:** 3rd grade ELA - 0% 3rd grade Math - 0% 3rd grade Science 0% 4th grade ELA - 0% 4th grade Math -8% 4th grade Science - 0%	**Mastery and above ESS students:** 3rd grade ELA - 8% 3rd grade Math - 0% 3rd grade Science 0% 4th grade ELA - 10% 4th grade Math -10% 4th grade Science - 0%	**Mastery and above ESS students:** 3rd grade ELA - 0% 3rd grade Math - 9% 3rd grade Science 0% 4th grade ELA - 23% 4th grade Math -23% 4th grade Science - 8%
Subgroup Trends (Basic)	**Basic ESS students** 3rd grade ELA - 0% 3rd grade Math - 0% 3rd grade Science - 9% 4th grade ELA - 25% 4th grade Math - 25% 4th grade Science - 25%	**Basic ESS students** 3rd grade ELA - 25% 3rd grade Math - 17% 3rd grade Science - 25% 4th grade ELA - 0% 4th grade Math - 10% 4th grade Science - 20%	**Basic ESS students** 3rd grade ELA - 36% 3rd grade Math - 27% 3rd grade Science - 9% 4th grade ELA - 23% 4th grade Math - 23% 4th grade Science - 23%

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)	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 9 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: Students will participate in instruction by regular education, as well as special education teachers Teachers will progress monitor students and adjust instruction accordingly.	Teachers	Aug 25 - May 26	N/A	Increased student engagement evidenced by walkthroughs, student work samples/data from various sources that indicate increased understanding, lesson annotations, collaboration among special education and regular education teachers

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: ● Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by district instructional specialist through Educator Academies in all major subject areas. ● **SEL - PE Teachers will attend L.A.P.H.E.R.D convention** ● Faculty will attend Teacher Leader Summit in May ●	Teachers	Aug 25-May 26	Title 1 $2000 $5000	Educator Academy sign in sheet conference agenda, sign in sheet for redeliver conference agenda

MULTI-TIERED SYSTEM OF SUPPORT

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

SEL Foundation for MTSS Success

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

For the 2025- 2026 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	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**	Cafeteria and hallway misbehavior are topics we will 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.
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	**R**	This goal will help our students to understand the importance of PBIS. Student misbehavior will decrease and student learning will

	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.		increase.
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 expectations.	**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 expectations.
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: By the end of the 4th nine weeks, 70% of PBE students will be able to recite and explain in their own words the behavior expectations while on campus		**Goal Statement:** During the 2025-2026 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 Classroom Instructional Strategies	PBIS expectations SEL screening Leader in Me
Tier II	
Small group	Check in Check out Relationship Agreements Help/Hinder
Tier III	
Individual or small group to address individual needs	Check-ins (counselors and/or admin team) 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

Mandatory:

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

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

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 **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: 1. PBES Title 1 Presentation (BOY) 2. Open House (2nd nine weeks) 3. Academic Awards (EOY) 4. Home to School Communication Folders ($1,897.25) 5. Parents Make the Difference Newsletter	Administration, teachers, and paraprofessionals	August 25 - May 26	Title 1: Parent-teacher communication folders $1,897.25	1. Sign in sheet 2. Presentation 3. Sign in sheet 4. Awards Program 5. Folder 6. Newsletter
MTSS Parent and Family Engagement: 1. ELA Literacy Event 2. Math Night 3. LEAP 2025 night 4. Daily E-tip Parent Engagement Messages	Administration, teachers, and paraprofessionals	August 25 - May 26	Title 1 -	1. Sign in sheet 2. Sign in sheet 3. Sign in sheet 4. 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 and/or behavior 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, Class DoJo app, phone calls, notes home, and parent/teacher conferences.

MTSS Plan Overview	MTSS program will include: 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. Tier II will provide some students with more targeted support through learning center interventions based on students' needs. 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, 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 working on obtaining certification	Teacher with Master's degree; Content Lead teacher certification; or Mentor teacher certification	August 2025 to May 2026	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 2026	N/A	Documentation of the parent communication.
At the end of year, collaborate with various headstarts that feed 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 2026	N/A	Documentation of the parent communication.

Principal Supervisor Quarterly Review

Principal Supervisor Review of SIP Before Uploading:	*Principal Supervisor's Signatue*	*Date of Review before Upload*
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*