SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

2026 - 2027

School Name: Palmetto Elementary School

School Principal Name: Billie Cortez

Grade Configuration: Pre-K through 6th grade

School Address: 235 Rideau Road

City, State, and Zip: Palmetto, LA 71358

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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:

"To have all stakeholders work together to achieve excellence by creating a safe and caring environment that fosters the development of responsible individuals who are lifelong learners".

Mission Statement:

Since "Children are our Greatest Resource" we strive to educate and prepare them for the future.

Palmetto Elementary School

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.**

Billie Cortez, Principal	Date
Marquet Rideau, Principal Supervisor	Date

CONTACT INFORMATION

School-wide School Improvement Chairperson: Lindsey Glynn

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 Cortez	Principal
Nikki Voss	Assistant Principal/Parent Engagement Chairperson
Lindsey Glynn	SIP Chairperson
McCall Bellard	2nd grade Teacher/PBIS Chairperson
Kayla Wells	5th & 6th grade Teacher
Ieshia Smith	ESS Teacher
Maleena Castille	Student
Amanda Callier	Grandparent
Katelyn Richard	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	
Technical Institute	
Feeder School(s)	**North Central High School, Melville Headstart, Lebeau Headstart**
Community	**Second Harvest Food Pantry, Eat Move Grow, Project Hope, 5 Brothers Four Wheeler Club**
Business/Industry	
Private Grants	
Other	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
	Billie Cortez	Principal	
	Nicole Voss	Assistant Principal	
	Joy Artigue	Kindergarten Teacher	
	Iesha Allen	Paraprofessional	
	Kayleigh Beard	Paraprofessional	
	McCall Bellard	2nd grade ELA/SS teacher	
	Christina Brown	ESS Teacher	
	Amanda Callier	Learning Center Teacher	
	Lena Castille	Paraprofessional	
	Tobi Devillier	PreK Teacher	
	Jamelia Dixon	Kindergarten Teacher	
	Shawanda Dixon	Paraprofessional	
	Alissa Doucet	5th & 6th grade Science/Social Studies Teacher	
	Ricky Doucet	Custodian	
	Agnes Fogleman	1st grade Math/Science Teacher	
	Lorane Fontenot	Paraprofessional	
	Ruby Fontenot	Paraprofessional	
	Alysa Juneau	2nd grade Math/Science Teacher	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
	Lindsey Glynn	Interventionist	
	Valerie Gordon	Paraprofessional	
	Rayvon Gray	Physical Education	
	Kristie Guillott	PreKTeacher	
	Vincent Hicks	Physical Education	
	Terrel Hills	3rd grade Math/Science Teacher	
	Louise Hollier	ECESS Itinerant Teacher	
	Markisha Horton	Secretary	
	Myra Isaac	Paraprofessional	
	Alexis Jackson	4th grade Math/Science Teacher	
	Laura Jackson	Paraprofessional	
	Molly Jackson	Paraprofessional	
	Sydni Ledoux	1st grade ELA/Social Studies Teacher	
	Paige Leger	5th & 6th grade ELA Teacher	
	Holli McCaleb	Speech Pathologist	
	Thelma Nevells	Custodian	
	Debra Phillips	Paraprofessional	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
	Katelyn Richard	3rd grade ELA/Social Studies Teacher	
	Julia Rideau	ESS Teacher	
	Sandra Smith	Paraprofessional	
	Kenneth Travis	Art Teacher	
	Kayla Wells	5th & 6th grade Math Teacher	
	Ashley Wescott	4th grade ELA/Social Studies Teacher	
	Linda Wright	Counselor	

Louisiana's Goals and Priorities

Educational Priorities

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

Six Critical Goals

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

Louisiana Believes:

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

Data Portfolio: Component 1

Data Types

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

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

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

Comprehensive Needs Assessment

SY 2024 - 2025 Schoolwide Planning

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

Part 1: STRENGTHS

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

STRENGTHS	DATA SOURCE/INSTRUMENT
1. ELA- Informational Text	Spring 2026 Leap ELA School Report
2. Math- Major Content	Spring 2026 Leap Math School Report
3. Social Studies- Establishing Context	Spring 2026 Leap Social Studies School Report
4. Science- Reason Scientifically	Spring 2026 Leap Science School Report
5. Dibels- NWF- CLS	DIBELS EOY 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: Strengthening students' comprehension and academic vocabulary through increased exposure to grade-level literary and informational texts.	
Instrument(s): Common Lit, Readworks, Cold read homework	
Data Type: 1. LEAP data 2. Student assessment data 3. Classroom data	**Findings** 1. Cross curricular instruction in reading tasks expand student exposure to complex texts beyond the ELA. 2.Multiple opportunities for cold reads in informationals and literary texts are given to build student stamina, decoding skills, and independent comprehension. 3. PLCs focused on supplementing the curriculum with rich vocabulary.

Contributing Factor #2: Vertical alignment and collaborative implementation of consistent, high-leverage math instructional practices across grade levels.	
Instrument(s): Common planning forms, spiral homework	
Data Type: 1. LEAP data 2. iReady data 3. High Dosage Tutoring	**Findings** 1. Grade-level teams use unified problem-solving models and teaching strategies so students experience seamless transitions from year to year. 2. Lead-teacher-driven cross-content and grade-level collaboration ensures fidelity of instruction and targeted curriculum alignment. 3. Daily spiral homework and fluency practice ensure long-term retention of Major Content standards rather than short-term memorization.

Contributing Factor #3: Consistent utilization of technology-enhanced supplemental resources and cumulative spiral assessments to increase student engagement and background knowledge retention.	
Instrument(s): Study island, Common Planning Forms	
Data Type: 1. LEAP data 2. Classroom assessment data 3. Study Island	**Findings** 1. Teachers implement routine cumulative assessments to spiral historical concepts, helping students retain background knowledge and connect past events to new historical contexts across units. 2. Integrating interactive historical content and source-based activities elevated student engagement, leading to stronger retention of historical context and key vocabulary. 3. Targeted use of Study Island and supplemental learning tools provided aligned practice items, helping students analyze historical context, timelines, and primary sources independently.

Contributing Factor #4: Implementation of inquiry-based, hands-on learning coupled with structured scientific writing (CER) to increase student engagement and conceptual understanding.	
Instrument(s): student work	
Data Type: 1. Investigation notebook data 2. LEAP Data 3. Yearly experiment project	**Findings** 1. Teachers explicitly utilize the Claim, Evidence, and Reasoning (CER) framework to guide students in constructing evidence-based explanations, improving their scientific literacy and analytical writing. 2. Instructional units incorporate real-world phenomena and culturally relevant content, elevating student curiosity, engagement, and retention of complex scientific concepts. 3. Frequent hands-on lab investigations and project-based learning experiences provide students with direct opportunities to explore scientific phenomena and demonstrate mastery through authentic tasks. 4. Students throughout all grade levels complete a yearly science experiment with their families.

Contributing Factor #5: Additional phonics support	
Instrument(s): Dibels homework fluency, and phonics support	
Data Type: 1. Dibels homework fluency 2. Dibels Data EOY 3. Progress Monitoring	**Findings** 1. Students are having nightly fluency sent home in all Grade levels that are Dibels-like 2. 65% of students scored above or at the benchmark in NWF-CLS. 3. Students are being frontloaded with skills before pacing.

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. ELA- Writing	Spring 2026 Leap ELA Data Report
2. Math- Multi-Step Problem Solving & Operational Fluency	Spring 2026 Leap Math Data Report
3. Social Studies- Examining Resources and Expressing Claims	Spring 2026 Leap Social Studies Data Report
4. Science- Evaluate	Spring 2026 Leap Science Data Report
5. Dibels- ORF	DIBELS-EOY Data Report for the 25-26 school year

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: Systemic Insufficiency in Integrated Writing Instruction	
Instrument(s): Student assessments (cold reads, Common Lit passages, Readworks)	
Data Type: 1. LEAP data 2. Student assessments 3. Curriculum	**Findings** 1. Frequent changes in core writing curriculum have fractured the instructional scope and sequence, leaving students without a stable, sequential foundation. 2. An influx of students entering with severe, pre-existing reading and writing deficits has outpaced traditional pacing guides and general classroom instruction. 3. Writing opportunities are isolated to ELA, leaving students with limited practice across other subjects to build stamina and generalize their skills.

Contributing Factor #2: Rigid Conceptual Progression	
Instrument(s): Student assessments	
Data Type: 1. LEAP data 2. Student Assessments 3. Curriculum	**Findings** 1. Gaps in foundational skills prevents students from automatically executing the basic calculations needed for higher-level tasks. 2. Students struggle to accurately interpret and break down the text, vocabulary, and operational logic within complex word problems. 3. Learning is stalled at the physical or visual stage, leaving students unable to bridge the gap into representational drawings or abstract, symbolic math.

Contributing Factor #3: Instability in Instructional Infrastructure	
Instrument(s): Student assessments	
Data Type: 1. LEAP data 2. Student Assessments 3. Curriculum	**Findings** 1. High staff turnover has fractured teaching consistency, preventing the development of stable, department-wide expertise and routine. 2. The transition to a new curriculum has temporarily lowered instructional pacing and comfort levels as educators adjust to unfamiliar resources and standards. 3. Students lack the foundational background knowledge and contextual vocabulary necessary to easily comprehend complex, higher-level social studies texts and concepts.

Contributing Factor #4: Insufficient Spiral Progression and Data Literacy	
Instrument(s): Leap data	
Data Type: 1. LEAP Data 2. Classroom assessment data 3. Curriculum	**Findings** 1. The core curriculum lacks adequate data sources, charts, and graphs, depriving students of essential opportunities to practice interpreting evidence and reading visual metrics. 2. The instructional materials provide minimal opportunities for students to critically evaluate scientific claims, leaving them unprepared for higher-level experimental analysis or data critique. 3. The progression of scientific content lacks cohesive year-to-year continuity. This disconnect prevents foundational concepts from smoothly developing into more sophisticated topics at higher grade levels.

Contributing Factor #5: Phonics Gaps and Weak Decoding Skills	
Instrument(s): curriculum	
Data Type: 1. CKLA curriculum 2. Dibels Data EOY 3. Progress Monitoring	**Findings** 1. Students lack many instantly recognizable words, resulting in slow, hesitant, and halting oral reading even when their decoding is technically accurate. 2. 66% of students scored below or well below on the EOY Dibels screener. 3. A lack of experience with continuous, connected text causes students to ignore punctuation and lose their place, creating a robotic reading cadence that increases tracking errors.

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- Writing - Students struggle with responding to a writing prompt. Math- Multi-Step Problem Solving & Operational Fluency - Students struggle with solving word problems involving any operation or multi-step word problems. Social Studies- Examining Resources and Expressing Claims - Students struggle with examining sources and expressing claims within the social studies standards. Science- Evaluate - Students struggle with the investigation and evaluation of science tasks. DIBELS- ORF - Students struggle with Oral Reading Fluency.
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 their writing across all domains by participating in explicit instruction using the Claim-Evidence-Reasoning (CER) framework, engaging in additional writing opportunities in all subject areas, and producing regular work samples for teacher review in Professional Learning Communities (PLCs) to drive personalized interventions. Dibels- Students in grades K-3 that are below/well below will be progress monitored every 3 weeks, and ORF will be practiced weekly in the classroom. Math- Students will demonstrate increased mathematical mastery by engaging in daily spiral review of word problems and computational fluency, participating in targeted interventions focused on missing foundational skills, and utilizing the Zearn curriculum to successfully transition from concrete modeling to representational and abstract mathematical thinking.

	Social Studies- Students will deepen their historical understanding and literacy by learning from teachers receiving job-embedded coaching to build robust content expertise, acquiring critical background knowledge through supplemented curricular resources, and engaging in frequent exposure to diverse primary and secondary sources through structured writing tasks. Science- Students will improve their scientific data literacy and analytical skills by interacting with supplemented authentic graphs and source materials, applying targeted data-analysis strategies consistently across all science content areas, and producing regular performance samples for collective teacher review and instructional adjustment in Professional Learning Communities (PLCs).				
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) Grades 5 & 6: SAAVAS	
☐ 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 (Basic and Above) 6th- 95% 5th- 93% 4th- 96% 3rd- 86%	Proficiency (Mastery and Above) 6th- 49% 5th - 67% 4th - 60% 3rd - 65%	Proficiency (Mastery and Above) 6th- 54% 5th - 59 % 4th - 51% 3rd - 42%
Subgroup Trends	Proficiency (Basic and Above) ESS 5th - 75% 4th - 40% 3rd - 83%	Proficiency (Basic and Above) ESS 6th-100% 5th- 60% 4th- 100% 3rd- 57%	Proficiency (Basic and Above) ESS 6th- 25% 5th -14 % 4th - 0% 3rd - 0%

<table>
<tr><td colspan="2"><u>AMBITION</u>
● Based upon your data trends, what is the area of focus?
● What is the LADOE target? Link to LDOE Data Library Louisiana School Finder
● Based upon the data trends, state target, and student learning needs, what is the SMARTE Goal Worksheet for this year?
● Using the SMARTE Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?</td></tr>
<tr><td>Focus Area #1:
(Content or Skill)</td><td>● To improve student writing performance by providing explicit Claim-Evidence-Reasoning (CER) instruction across all content areas.
● To improve student writing performance by providing cross-curricular writing opportunities.
● To improve student writing ability by sustaining data-driven PLCs focused on student work samples to refine teaching practices.</td></tr>
<tr><td>LADOE Target(s)/Standard(s):</td><td>Increase student proficiency (Mastery and above) on the ELA portion of the LEAP 2027 assessment from:
54% to 61%in 6th grade;
59% to 66% in 5th grade;
51% to 58% in 4th grade; and
42% to 49% in 3rd grade.</td></tr>
<tr><td>SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):</td><td>By the end of the 2026-2027 school year 70% of 3-6 grade students will score proficient on the writing portion of the LEAP 2027 assessment.

By EOY, 74% of K-2 students will increase their DIBELS composite score by 7% from BOY.</td></tr>
<tr><td rowspan="2">Benchmark Goals:</td><td>BOY Benchmark Goal</td></tr>
<tr><td>- Staff will utilize data from lesson quizzes (personalized pathway as well as teacher assigned lessons) and diagnostic reports to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide small group instruction/lessons</td></tr>
</table>

	to remediate deficient areas monitoring progress in order to assist students to meet their personalized achievement goals. - Utilize Accelerated Reader (Literary and informational texts) to increase students' independent reading levels and to increase students' reading stamina. - Utilize Study Island to increase students' reading comprehension skills utilizing literacy and informational texts. - Utilize Flocabulary to increase student understanding of vocabulary as used in a text - Staff will utilize data from DIBELS to identify individual students and/or groups of students who have similar deficit areas to provide small group instruction to meet their achievement goals. - Intensive phonics blocks every morning in K-3 classrooms
	MOY Benchmark Goal
	- Use classroom data to identify students who scored below grade-level on any standard and adjust small group instruction/lessons to remediate deficient areas monitoring progress in order to meet their personalized achievement goals. - Actualize at least a 3% increase in Dibels MOY assessment for students grades K-3
	EOY Benchmark Goal
	- Actualize at least a 7% increase in Dibels EOY assessment for students grades K-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: The master schedule allows for high dosage tutoring time daily; weekly common planning meetings are held alternating between grade/subject level meetings; and monthly ILT meetings are held. Each of these will focus on monitoring student progress toward the goals set forth.

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 explicit Claim-Evidence-Reasoning (CER) instruction and expanding structured writing opportunities across all subject areas in daily classroom assignments and routine homework. Growing teachers through data-driven PLCs that analyze student writing samples to deliver targeted, personalized feedback that drives text-dependent composition skills.

Student Learning Problem: Students lack the foundational skills to produce grade-level writing due to an influx of learners with pre-existing reading and writing deficits, inconsistent expectations from recent curriculum changes, and limited opportunities to practice writing across all subject areas.

Root Cause & Supporting Data: Writing performance is stalled by isolated instruction and fragmented frameworks that fail to support a high influx of underprepared students.

Student Impact (Measurable Impact): More than 70% of students performed "MODERATE" and "WEAK" in writing as evidenced on the Spring 2026 LEAP assessment data.

Educator Professional Learning Needs: To close student writing gaps, educators need professional development focused on implementing a structured, recurring PLC protocol where teams bring authentic student work samples to analyze together.

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	-Deliver explicit, teacher-led modeling of the Claim-Evidence-Reasoning (CER) structure in every subject area. - Incorporate more writing across all subject areas, as classwork and on assessments. -Students will complete Study Island lessons to demonstrate mastery in the ELA standards based lessons.	Administration and all teachers	8/13/26-5/26/27	- Data from Fluency assessments - Signed fluency passages from parents - Progress monitoring data - Dibels MOY data - Data from SAAVAS will be monitored in order to reach a 7% growth from BOY to EOY	Title 1: - Wells Fargo (lease on copier)- $1,623.72 - Novatech (maintenance lease on copier)- $ 2,495.16 - Study Island- $2,805.60
Cultural/ Behavioral	-Schoolwide Accelerated Reader program		8/13/26-5/26/27	- Data from the Accelerated Reader program will be used to monitor student comprehension levels and growth	Title 1: Accelerated Reader- $ 2,873.00

Operational	- Common Planning weekly to analyze students' writing samples, discuss strategies to improve, and plan lessons/units together.	Principal; assistant principal; and All ELA teachers	8/13/26-5/26/27	- Student samples of assessments will be brought to common planning, as well as data from weekly assessments to monitor students comprehension skills and growth.	

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
K-2: DRDP-K, DIBELS 8, Assessments Embedded in CKLA,
3rd-4th: DIBELS 8, Assessments Embedded in CKLA,
5th -6th: Assessments Embedded in Savas

CORE ACADEMICS - MATH	Tier 1 Resources:	K - 6: iReady Classroom Mathematics curriculum & 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 (Basic and Above) 6th- 82% 5th- 83% 4th- 100% 3rd- 68%	Proficiency (Mastery and Above) 6th - 42% 5th - 71% 4th - 60% 3rd - 53%	Proficiency (Mastery and Above) 6th - 35% 5th - 43% 4th - 40% 3rd - 32%
Subgroup Trends	Proficiency (Basic and Above) ESS 6th- 75% 5th- 40% 4th- 100% 3rd- 29%	Proficiency (Mastery and Above) ESS 6th- 20% 5th - 0% 4th - 33% 3rd - 17%	Proficiency (Mastery and Above) ESS 6th- 0% 5th - 14 % 4th - 0% 3rd - 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?

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 solving multi-step real-world problems involving Major Content (including operational fluency and rational numbers) and applying mathematical reasoning by grade level as defined by the LEAP Assessment Guidance.
LADOE Target(s)/Standard(s):	Increase student proficiency (Mastery and above) on the Math portion of the LEAP 2026 assessment from: 35% to 42% in 6th grade; 43% to 50% in 5th grade; 40% to 47% in 4th grade; and 32% to 39%% in 3rd grade.
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	Increase student's math scores by at least 7% on classroom assessments and study island quizzes each nine weeks. By the EOY, actualize at least a 7% increase in student growth on the state KITE Numeracy assessment.
Benchmark Goals:	**BOY Benchmark Goal**
	- Staff will utilize Zearn data to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide small group instruction/lessons to remediate deficient areas monitoring progress in order to assist students to meet their personalized achievement goals. - Utilize Study Island to increase students' math skills utilizing lesson quizzes of the content that has been taught - Utilize numeracy assessment data to find student weaknesses in math computation and skills

	MOY Benchmark Goal
	- Use Zearn data to identify students who are below grade-level on and adjust small group instruction/lessons to remediate deficient areas monitoring progress in order to meet their personalized achievement goals. - Actualize at least a 3% increase in student growth from Numeracy BOY to MOY
	EOY Benchmark Goal
	- Actualize at least a 7% increase in student growth from Numeracy BOY to EOY.

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:

To support continuous student achievement, school interventionists will work with targeted groups throughout the school year to assist those requiring additional math support. Meanwhile, the Instructional Leadership Team (ILT) will leverage assessment data to monitor progress toward SMARTE goals, track classroom growth during walk-throughs using Bullseye Education, and apply these data insights to guide Professional Learning Community (PLC) discussions. These efforts are reinforced by a master schedule that embeds daily time for acceleration and high-dosage tutoring, weekly common planning meetings alternating between grade and subject levels, and monthly ILT reviews, all dedicated to tracking student progress toward established learning targets.

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: Strengthen students' operational fluency and multi-step word problem comprehension by systematically guiding them through the Concrete-Representational-Abstract (CRA) continuum to build deeper mathematical reasoning.

Student Learning Problem: Students struggle to apply foundational math skills when modeling word problems and transitioning from concrete manipulatives to representational and abstract problem-solving strategies.

Root Cause & Supporting Data: LEAP assessments and classroom observations indicate that instruction has overly relied on concrete manipulatives without bridging to representational and abstract thinking, leaving students with foundational skill gaps that hinder their ability to model and solve word problems independently.

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: Educators need targeted professional learning on using the Concrete-Representational-Abstract (CRA) framework and visual modeling to build conceptual understanding of rational number operations. Additionally, teachers need collaborative PLC time to analyze student work, map misconceptions, and refine schema-based strategies for multi-step word problems.

ACTION STEPS Actions Steps & Progress Indicators					
Strategies to address Root Cause	***Specific Activities***	***Person(s) Responsible***	***Timeline***	***Progress Indicators***	***Materials/Resources Funding Source and Cost***
Instructional	-Integrate daily math warm-up focused on operational fluency drills and deconstructing multi-step word problems to build long-term retention and stamina. -Use Zearn curriculum to address moving students from concrete to representational to abstract. -Use of manipulatives and illustrations during initial presentation of the lesson in order to strengthen students' understand of major concepts	Principal; assistant principal; and All math teachers	8/13/26-5/26/27	-Percentage of students completing 3+ Zearn digital lessons per week and meeting grade-level pacing targets for rational numbers/operations. -Interventionist & teacher-tracked mastery rates on daily warm-up word problems and operational fluency drills. -Increased student understanding and engagement during lessons which will be monitored by teacher observation during small group instruction, as well as administrator observation during walkthroughs	

				-Student samples of assessments will be brought to common planning, as well as data from weekly assessments to monitor students growth.	
Cultural/ Behavioral	-Establish grade-level fluency goals and recognition systems (Zeran challenges) to build student pride and momentum in math mastery. -Students will complete Study Island lessons to demonstrate mastery in the Math standards based lessons. -Assessments on Edulastic to enhance problem types for Grades 3-6.	Principal; assistant principal; and All math teachers	8/13/26-5/26/27	- Data from the Study Island program will be monitored to demonstrate proficiency in math skills. - Data from the Zearn program (grades K-6) will be monitored for growth in math. - Data from Edulastic reports and student performance of Math assessments.	Title 1: -Study Island- $2,805.60

Operational	-Structure bi-weekly PLC meetings around analyzing Zearn progress reports, interim assessments, and student work samples to identify specific misconceptions in multi-step problem solving	Principal; assistant principal; and All math teachers	8/13/26-5/26/27	- Increased student understanding and engagement during lessons which will be monitored by teacher observation during small group instruction, as well as administrator observation during walkthroughs	Title 1: - Wells Fargo (lease on copier)- $1,623.72 - Novatech (maintenance lease on copier)- $ 2,495.16

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
K-6 Assessments Embedded in iReady Classroom Mathematics, Zearn reports

CORE ACADEMICS - SCIENCE	Tier 1 Resources:	Tier 1 Resources: K – 6: Amplify Science curriculum	
☐ 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 (Basic and Above) 5th - 84% 4th - 92% 3rd - 79%	Proficiency (Mastery and Above) 6th- 39% 5th - 59% 4th - 46% 3rd - 36%	Proficiency (Mastery and Above) 6th- 24% 5th - 47% 4th - 31% 3rd - 18%
Subgroup Trends	Proficiency (Basic and Above) ESS 5th - 67% 4th - 100% 3rd - 60%	Proficiency (Mastery and Above) ESS 6th- 20% 5th - 33% 4th - 17% 3rd - 17%	Proficiency (Mastery and Above) ESS 6th- 25% 5th - 0 % 4th - 0% 3rd - 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?

Focus Area #1: **(Content or Skill)**	To improve students ability to demonstrate evaluative skills.
LADOE Target(s)/Standard(s):	Increase student proficiency (Mastery and Above) on the Science portion of the LEAP 2025 assessment from: 24% to 31 in 6th grade 47% to 54% in 5th grade; 31% to 38% in 4th grade; and 18% to 25% in 3rd grade.
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	Increase student's science scores by at least 7% on classroom assessments and study island quizzes each nine weeks.
Benchmark Goals:	**BOY Benchmark Goal**
	- Staff will utilize classroom assessment and study island data from lesson quizzes to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide small group instruction/lessons to remediate deficient areas monitoring progress in order to assist students to meet their personalized achievement goals. - Utilize Study Island to increase students' science evaluative skills using Study Island quizzes with data based questions on science skills taught in the classroom.
	MOY Benchmark Goal
	- Staff will utilize classroom assessment and study island data from lesson quizzes to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide small group instruction/lessons to remediate deficient areas monitoring progress in order to assist students to meet their personalized achievement goals. - Actualize at least a 3% increase in student growth on lesson quizzes each nine weeks period.

	EOY Benchmark Goal
	- Use the practice LEAP assessment released on the LDOE website to determine how students will score on the LEAP 2027 Spring assessment. - Actualize at least a 7% increase in student growth from the Study Island diagnostic assessment to the Study Island post 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: The master schedule allows for accelerate/remediation time daily; weekly common planning meetings are held alternating between grade/subject level meetings; and monthly ILT meetings are held. Each of these will focus on monitoring student progress toward the goals set forth.

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 evaluative strategies utilizing scientific data in classroom instruction.

Student Learning Problem: The students are struggling with evaluating scientific design and data.

Root Cause & Supporting Data: Students have limited exposure to evaluating data, experimental design, and science models.

Student Impact (Measurable Impact): More than 66% of students performed "MODERATE" and "WEAK" in evaluative skills as evidenced on the Spring 2025 LEAP assessment data.

Educator Professional Learning Needs: More than 67% of students performed "MODERATE" and "WEAK" in science reasoning scientifically as evidenced on the Spring 2026 LEAP assessment data.

ACTION STEPS
Actions Steps & Progress Indicators

Strategies to address Root Cause	*Specific Activities*	*Person(s) Responsible*	*Timeline*	*Progress Indicators*	*Materials/Resources Funding Source and Cost*
Instructional	- Teachers will create at least 1 evaluative question per comprehensive assessment using visual data tables, experimental design, and science models. - Integrating graph evaluation across non-science subjects to build data literacy while directly boosting science performance.	Principal; assistant principal; and All Science teachers	8/13/26-5/26/27	- Student samples of assessments will be brought to common planning, as well as data from weekly assessments to monitor the use of the science data and experimental design and monitor growth. - Increased student understanding and engagement of designing science experiments during lessons which will be monitored by teacher observation during small group instruction, as well as administrator observation during walkthroughs.	Title 1: - Wells Fargo (lease on copier)- $1,623.72 - Novatech (maintenance lease on copier)- $ 2,495.16

Cultural/ Behavioral	-Students will complete Study Island lessons to demonstrate mastery in the Science standards based lessons. -Host an at-home Science Fair to turn families into active learning partners, directly reinforcing the scientific method, variable manipulation, and data collection.	Principal; assistant principal; and All Science teachers	8/13/26-5/26/27	- Data from the Study Island program (grades 3-6) will be monitored for growth in science.	Title 1: Study Island- $2,805.60
Operational	- Common planning weekly to analyze student assessments and student driven investigations.	Principal; assistant principal; and All science teachers	8/13/26-5/26/27	- Increased student ability to evaluate scientific data and experimental design will be monitored through teacher observation during small group instruction, student assessments, and administrator observation during walkthroughs.	

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

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
Grades K – 6 Embedded Assessments in Amplify Science

CORE ACADEMICS – SOCIAL STUDIES	Tier 1 Resources:	K – 6 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	N/A	Proficiency (Mastery and Above) 6th - 45% 5th - 46% 4th - 32% 3rd - 35%	Proficiency (Mastery and Above) 6th - 32% 5th - 27% 4th - 43% 3rd - 21%
Subgroup Trends	N/A	Proficiency (Mastery and Above) ESS 6th - 20% 5th - 0% 4th - 17% 3rd - 17%	Proficiency (Mastery and Above) ESS 6th - 25% 5th - 0% 4th - 14% 3rd - 0%

<table>
<tr><td colspan="2"><u>AMBITION</u>
● Based upon your data trends, what is the area of focus?
● What is the LADOE target? Link to LDOE Data Library Louisiana School Finder
● Based upon the data trends, state target, and student learning needs, what is the SMARTE Goal Worksheet for this year?
● Using the SMARTE Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?</td></tr>
<tr><td>Focus Area #1:
(Content or Skill)</td><td>To improve students ability to examine sources and claims.</td></tr>
<tr><td>LADOE Target(s)/Standard(s):</td><td>Increase student proficiency on Social Studies LEAP 2027 Assessment from
32% to 39% in 6th grade;
27% to 34% in 5th grade;
43% to 50% in 4th grade; and
21% to 28% in 3rd grade</td></tr>
<tr><td>SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):</td><td>Increase students' social studies scores by at least 7% on classroom assessments each 9 week period.</td></tr>
<tr><td rowspan="4">Benchmark Goals:</td><td>BOY Benchmark Goal</td></tr>
<tr><td>- Staff will utilize classroom assessment from lesson quizzes to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide small group instruction/lessons to remediate deficient areas monitoring progress in order to assist students to meet their personalized achievement goals.</td></tr>
<tr><td>MOY Benchmark Goal</td></tr>
<tr><td>- Staff will utilize classroom assessment and study island data from lesson quizzes to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide small group instruction/lessons to remediate deficient areas monitoring progress in order to assist students to meet their personalized achievement goals.</td></tr>
</table>

	- Actualize at least a 3% increase in student growth on lesson quizzes each nine weeks period.
	EOY Benchmark Goal
	- Actualize at least a 7% increase in student growth on lesson quizzes from the BOY to EOY.

AFFIRMATION

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

Areas of Progress: The master schedule allows for accelerate/remediation time daily; weekly common planning meetings are held alternating between grade/subject level meetings; and monthly ILT meetings are held. Each of these will focus on monitoring student progress toward the goals set forth.

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 using primary sources, evaluating claims, and expressing claims in classroom instruction.

Student Learning Problem: The students are struggling with examining sources and expressing claims.

Root Cause & Supporting Data: High staff turnover, the implementation of a new curriculum, and a baseline lack of background knowledge have combined to severely hinder students' ability to evaluate sources and articulate evidence-based claims.

Student Impact (Measurable Impact): More than 64% of students performed "MODERATE" and "WEAK" in examining sources and expressing claims.

Educator Professional Learning Needs: Coach and develop teachers to deepen their content expertise, strategically supplement the curriculum to build student background knowledge, and routinely embed source evaluation into student writing instruction.

ACTION STEPS
Actions Steps & Progress Indicators

Strategies to address Root Cause	*Specific Activities*	*Person(s) Responsible*	*Timeline*	*Progress Indicators*	*Materials/Resources Funding Source and Cost*
Instructional	-Build background knowledge by explicitly teaching core vocabulary and historical or scientific background before students attempt to evaluate dense sources or formulate claims. -Require daily short-form writing prompts where students analyze primary sources and construct evidence-based claims using the (CER) strategy.	Principal; assistant principal; and All Social Studies teachers	8/13/26-5/26/27	- Student samples of assessments will be brought to common planning, as well as data from weekly assessments to monitor the use of the content, and source based items, and to monitor growth. - Increased student understanding and engagement of social studies during lessons which will be monitored by teacher observation during small group instruction, as well as administrator observation during walkthroughs.	Title 1: - Wells Fargo (lease on copier)- $1,623.72 - Novatech (maintenance lease on copier)- $ 2,495.16 - Study Island- $2,805.60

Cultural/ Behavioral	- Utilization of primary source nonfiction passages for cold reads and sources related to social studies for cross-curricular instruction - Assessments on Educastic to enhance primary source based problems. - Students will complete Study Island lessons to demonstrate mastery in the Social Studies standards based lessons.	Principal; assistant principal; and All Social Studies teachers	8/13/26-5/26/27	- Student samples of assessments will be brought to common planning, as well as data from weekly assessments to monitor the use of the cold reads/source based assessments and monitor growth. - Data from Edulastic reports and student performance of social studies assessments.	Title 1: - Study Island- $2,805.60
Operational	- Common Planning weekly to analyze student assessments, analyze students' writing samples for constructed response items, discuss strategies to improve examining sources in their weekly lessons, and plan lessons/ units together.	Principal; assistant principal; and All Social Studies teachers	8/13/26-5/26/27	- Increased student understanding and engagement during lessons which will be monitored by teacher observation during small group instruction, as well as administrator observation during walkthroughs.	

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 – 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: Attendance Resources: JCampus, School Attendance Strategies		
☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development

Historical Data Trends:

School Year	2023 – 2024	2024 – 2025	2025 – 2026
Trends	58% overall student attendance was noted as unexcused absences as documented on JCampus	51.27% overall student attendance was noted as unexcused absences as documented on JCampus	54.38% overall student attendance was noted as unexcused absences as documented on JCampus
Subgroup Trends	ESS student attendance 41.94% ESS student attendance was noted as unexcused absences as documented on JCampus	ESS student attendance 43.85% ESS student attendance was noted as unexcused absences as documented on JCampus	ESS student attendance 42.18% ESS student attendance was noted as unexcused absences as documented on JCampus

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 attendance in order to actualize 95% or greater student attendance monthly.
LADOE Target(s)/Standard(s):	Increase student attendance to actualize 95% or greater student attendance monthly.
SMARTE Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	Increase students' attendance to actualize 95% or greater student attendance monthly.

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
Instruction: ● Monitor student attendance utilizing JCampus.Increase students' attendance to actualize 95% or greater student attendance monthly. ● Make parent contact for students not meeting attendance goals ● Have parent/teacher conference for students with attendance concern	Principal, assistant principal, classroom teachers	8/13/26- 5/26/27	N/A	Staff will monitor student attendance utilizing JCampus, make parent contact for students not meeting attendance goals.

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

☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development	
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Professional Development: (Consider linking your ILT Long Range Plan) ● Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by o **ELA Instructional Specialist** o **Math Instructional Specialist** o **Science Instructional Specialist** o **Social Studies Instructional Specialist** ● Math Lead Teachers will monitor student assessments, classroom instruction, and provide feedback to teachers. ● ELA Lead Teachers will monitor student assessments, classroom instruction and provide feedback to teachers. ● Instructional coaches will conduct weekly classroom walkthroughs to identify instructional strengths and growth areas, delivering targeted feedback that strengthens teaching practices and addresses key student learning gaps. ● **SEL (***What professional development is needed to ensure faculty members are able to implement the MTSS plan?* ● SEL ● Academics ● Behavior ● **Non-Core Academics**	Principal, assistant principal, classroom teachers	8/13/26- 5/26/27	N/A	ILT meeting summaries will be used to document strategies/data discussed during monthly ILT meetings.

MULTI-TIERED SYSTEM OF SUPPORT

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

SEL Foundation for MTSS Success

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

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

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

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

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

	Indicator Focus Area 1: Supportive School and Classroom climate. Teach necessary skills to students to help decrease teacher office referrals of student behavior.		**Indicator Focus Area 2:** Supportive School and Classroom climate. Teach necessary skills to students to help increase positive behaviors
S	We will develop an environment conducive to learning by ensuring a strong (PBIS) system is in place campus-wide.	**S**	We will develop an environment conducive to learning by ensuring a strong (PBIS) system is in place campus-wide.
M	We will monitor success using data from office referrals and times of infraction by student and teacher in order to address identified behavior concerns.	**M**	We will monitor success using data from office referrals and times of infraction by student and teacher in order to address identified behavior concerns.
A	We will ensure that students understand and practice the expected behaviors. Teachers will monitor, correct, and reward as needed.	**A**	We will ensure that students understand and practice the expected behaviors. Teachers will monitor, correct, and reward as needed.
R	This goal will help our students to understand the importance of positive behavior. Student misbehavior will decrease and student	**R**	This goal will help our students to understand the importance of positive behavior. Student misbehavior will decrease and student

	learning will increase.		learning will 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 the PBIS rules and procedures. • Focus areas will be identified monthly during PBIS meetings.	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 the PBIS rules and procedures. • Focus areas will be identified monthly during PBIS meetings.
I	All students will be part of PBIS. By focusing on PBIS, we will increase student learning and decrease office referrals.	I	All students will be part of PBIS. By focusing on PBIS, we will increase student learning and decrease office referrals.
E	Developing PBIS skills in students will help them to identify situations that will empower them to be leaders on campus.	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 2026-27 school year, PES will decrease the number of office referrals by at least 2% each nine week period among all identified students experiencing behavioral concerns.		**Goal Statement:** During the 2026-27 school year, PES will increase the number of positive office referrals by at least 2% each nine week period among the entire student population.	

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	
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 I will provide all students with SEL lessons by teaching and practicing social and emotional values by the physical education teacher, as well as other programs such as Project Hope and DARE, providing whole group SEL instruction.
Tier II	
Tier II will provide some students with more targeted support through learning center interventions based on students' needs.	Tier II will provide some students with more targeted support through the school counselor to provide interventions based on students' needs.
Tier III	
Tier III will provide a select group of students with resource (intensive support) with the special education teacher providing interventions based on student need.	Tier III will provide a select group of students with intensive support with the school counselor providing interventions based on student need.

Monitoring Interventions

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

The school monitors interventions taking place through progress monitoring every three weeks and monitoring of student data through classroom assessments, Zearn, Accelerated Reader, Edulastic, and Study Island. Data is reviewed in common planning PLC and ILT meetings.

Scheduling

Mandatory:

What is the designated time for Explicit SEL Instruction? Students receive SEL instruction during homeroom and physical education classes.

How will time be scheduled for PLCs/Grade or Content Teams? Common Planning takes place weekly alternating between subject level teams and grade level teams.

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 remediation 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**
Classroom	Raise your hand for permission to leave your seat	Raise your hand for permission to speak Keep your dear teacher happy	Follow Directions Quickly Make Smart Choices
Hallway	Student Rule: Keep Hands, feet, and objects to yourself Adult Rule: Monitor your line	Student Rule: Use zero voice Adult Rule: Use positive language	Student Rule: Walk on the right side
Cafeteria	Student Rule: Walk in a single line; stay seated Adult Rule: Monitor your designated area	Student Rule: Use zero voice, practice good table manners	Student Rule: Keep your area clean, dispose of food in trash can correctly Adult Rule: use low voices

		Adult Rule: Report to lunch at designated time	
Restroom	Student Rule: Stay off walls and doors, Use toilet or urinal correctly Adult Rule: Actively monitor	Student Rule: Keep stall doors closed, One person per stall Adult Rule: Use positive language	Student Rule: Keep bathroom neat and clean, no trash/debris
Bus	Student Rule: Walk in the bus area, Line up correctly Adult Rule: Monitor bus area	Student Rule: Listen to the bus duty teacher; use low voices Adult Rule: Monitor bus area	Student Rule: Keep all items in your backpack; stand in designated line correctly Adult Rule: Be on time to your bus duty area
Arrival/ Dismissal	Student Rule: Walk to designated area Adult Rule: Monitor students	Student Rule: use zero voice Adult Rule: Use Positive Language	Student Rule: Walk on the right side of the sidewalk

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

We will conduct a PBIS kickoff each semester where the teachers will walk their students to each designated area. Each designated area has a lesson plan where the teacher will do the following: Step 1: Identify expectations of each areas expected behavior, Step 2: Discuss importance of following the expectations, Step 3: Discuss examples of how to follow the expectations, Step 4: Role play a scenario with students, and Step 5: Provide opportunity for practice.

Teachers will teach PBIS expectations daily in the cafeteria and in the homeroom classes. Teachers will include the PBIS expectations on their weekly lesson plans.

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: **Activity # 1:** Teachers will send home reading and math fluency for students to complete with their parents nightly.	**Activity #1:** teachers, parents, students	**Activity #1:** August 2026 - May 2027	**Activity # 1:** Ink-$1,000.00	**Activity #1:** Teachers will look at the data from student's reading fluency rate and knowledge of math facts during testing.
Activity #2: Students will bring Accelerated Reader (sometimes referred to as "AR") books home to read with parents and students will take AR tests to demonstrate understanding of the text read.	**Activity #2:** teachers, parents, students	**Activity #2:** August 2026 - May 2027	**Activity # 2:** N/A	**Activity #2:** Teachers will examine AR scores reports and provide AR reports to parents.
Activity #3: Parent and community volunteers will come to school and participate in trunk or treat activities. They will set up a trunk with decorations and hand out candy to various stakeholders of PES.	**Activity #3**: teachers, parents, students, community members	**Activity #3:** October 2026	**Activity # 3:** N/A	**Activity #3:** Pictures will be taken to document the activity involving

Activity #4: Teachers will send home a science project to be completed at home for each grade.				stakeholders.
	Activity #4: teachers, parents, students	**Activity #4:** February/March 2027	**Activity # 4:** N/A	**Activity #3**: Teachers will measure results by examining and grading science projects.
Activity #5: Palmetto Elementary will host varied events in our new multipurpose building such as parent workshops, Thanksgiving Lunch, Dare graduation, Awards Day, etc. to build positive relationships with parents and community members and help our parents to better understand student materials and learning.	**Activity #5:** admin, teachers, parents, students, community members	**Activity #5:** August 2026 - May 2027	**Activity # 5:**$1,610.04	**Activity # 5:** Admin will collect sign in sheets and pictures from events.
MTSS Parent and Family Engagement: Classroom small group instruction, Learning center intervention	Teachers and learning center interventionist	August 2026 - May 2027	N/A	- Progress reports/report cards will go home. - Teachers will conduct parent/teacher conferences when needed.

How are you going to communicate with parents about the MTSS plan? Parents are sent home progress reports of students' performance. Parents are also sent home DIBELS reports and Accelerated Reports in order to be able to monitor their child's growth toward their individualized goal.

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 learning center for interventions based on students' needs. 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?' PES will increase parental involvement in the MTSS process by increasing parent communication through JCall, the Rooms App, phone calls and/or notes home, and parent/teacher conferences.

MTSS Plan Overview	PES 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 resource (intensive support) with the special education teacher providing interventions based on student need.
Academic Programs & Interventions	PBIS interventions
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.*

PES will increase community involvement in the MTSS process by partnering with Project Hope in providing lessons to students. PES 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 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, plan a visit to NCHS for sixth grade students to meet and learn expectations for the following school year.	● Principal; assistant principal; and Sixth grade teachers	● May 2027	● N/A	● Pictures will be taken to document the activity.
● At the end of year, plan a visit to various headstarts that feed into PES to meet with students and parents to discuss expectations for the following school year.	● Principal; assistant principal; and Kindergarten teachers	● May 2027	● N/A	● Pictures will be taken to document the activity.

Principal Supervisor Quarterly Review

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