



SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

2026 - 2027

School Name: Park Vista Elementary

School Principal Name: Rachel Melancon and Robin Villemarette

Grade Configuration: PreK-2nd

School Address: 1000 Abdalla Boulevard

City, State, and Zip: Opelousas, LA 70570

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District Vision & Mission

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

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



Priorities

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

School Vision & Mission

Vision Statement:

Park Vista Elementary will equip students academically, socially, emotionally to think critically and problem solve so they can become active productive members of society.

Mission Statement:

Park Vista Elementary: A School of Learning for All Students.



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 Rachel Melancon	Date 08/31/26
Principal Supervisor Dwanetta Scott	Date

CONTACT INFORMATION

School-wide School Improvement Chairperson: Kimberly Joubert and Kristin Bullard

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
Rachel Melancon	Principal
Robin Villemarette	Principal
Kimberly Joubert	Assistant Principal
Kristin Bullard	Assistant Principal
Crystal Cassimere	Instructional Coach
Lindsey St. Cyr	Literacy Coach
Lateacha Evans	Kindergarten Lead Teacher

Alexis Standberry	1st Grade Lead Teacher
Amy Grossie	Learning Center Teacher
Jessica Schroeder	Kindergarten Teacher
Rhonda Guilbeau	SPED Teacher
Rhonda Trahan	Counselor
Summer Breaux	2nd Grade

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	University of Louisiana at Lafayette, Grand Canyon University
Technical Institute	SLCC
Feeder School(s)	N/A
Community	St. Landry Parish Sheriff's Department, Opelousas Police Department, Kiwanis Club of Opelousas, Boys and Girls Club, Hope For Opelousas
Business/Industry	Super 1 Foods of Opelousas, Benny's Grocery Store, Splash, Champagnes, Thrifty Way Pharmacy, Raising Canes
Private Grants	CDC's Louisiana Healthy Schools Health Grant 1801; Eat, Move, Grow: School Health and Wellness
Other	Besharat Art Foundation

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
	Rachel Melancon	Principal	
	Robin Villemarette	Principal	
	Kimberly Joubert	Assistant Principal	
	Kristin Bullard	Assistant Principal	
	Crystal Cassimere	Instructional Coach	
	Lindsey St. Cyr	Literacy Coach	
	Jamie Guillory	Secretary	
	Meegan Robin	Secretary	
	Rhonda Trahan	Counselor	

	Sarah Ray Teacher, Pre-K, ESS		
	Nina Paulsrud Teacher, Pre-K, ESS		
	Courtney Berard Teacher, 1 st Grade		
	Paula Bergeron Teacher, Kindergarten		
	Summer Breaux Teacher, 2nd Grade, SBLC		
	Ramona Hall, 1st, ESS		
	LaTeacha Evans Teacher, Kindergarten		
	Chelsee Fontenot Teacher, Interventionist		
	Katherine Fontenot Teacher, Kindergarten		
	Christina Speyrer, PE		

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
	Amy Grossie Interventionist, K-2nd, LCtr		
	Tayla Houser Teacher, PK-2nd, Adaptive PE		
	Brionne Jackson Speech Language Pathologist		
	Molly Lafleur Teacher, PreK		
	Kelly Lamke Teacher, 2nd Grade		
	Boubacar Maiga Teacher, 2nd Grade		
	Brittany Mayo Teacher, 1 st Grade		
	Carolyn Mills Teacher, K-2nd, PE		
	Amy Nelson Teacher, 1 st Grade		
	Ousmane Ouedraogo Teacher, 2nd		
	Carmen Ray Teacher, PreK		
	Dwana Prudhomme Paraprofessional, K-2nd, Title 1		
	Jessica Schroeder Teacher, Kindergarten		

	Alexis Standberry Teacher, 1 st Grade		
	Elizabeth Stone Teacher, PreK		
	Lacie Zerangue Teacher, Pre-K		
	Wanda Gilbeaux Teacher, PreK		
	Nina Paulsrud-Soloman, PreK		

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
	Candice Sylvester Teacher, Kindergarten		
	Dana Ambres Teacher, Kindergarten		
	Kristen Hayes Teacher, Kindergarten		
	Latoya Charles Teacher, 1st Grade		
	Sydney Bordelon Teacher, 1st Grade		
	Leah Kibodeaux Teacher, 1st Grade		
	Adrienne Rene Teacher, 1st Grade		
	Holly Fontenot Teacher, 1st Grade ESS		
	Renella Henry Teacher, 1st Grade ESS		
	Samantha Fisher Teacher, 2nd Grade		
	Fatima Sadou Teacher, 2nd Grade		
	Tracy Gallow Teacher, 2nd Grade		
	Elizabeth Hale Teacher, 2nd Grade ESS		
	Tammy Pefferkorn Para, PreK		
	Paula Fontenot Para, PreK		
	Willa Bellard Para, PreK		
	Phillis Chevis, Para PreK		
	Patricia Lewis, Para PreK ESS		
	Sharyn Richard, Para PreK ESS		
	Christine “Tina” Fontenot, Para PreK ESS		
	Debbie Guillory, Para Kindergarten ESS		

	Daquanda Broussard, Para Kindergarten ESS		
	Bobbie Currette, Para Kindergarten ESS		
	Sue Deville, Para Kindergarten ESS		
	Paula Soileau, Para Kindergarten		
	Lasona Jerry, Para 1st Grade ESS		
	Chelsea Joseph, Para 1st Grade ESS		
	Kiera Hall, Para 1st Grade ESS		
	Cindy Marks, Para 2nd Grade ESS		
	Kierra Thomas, Para 2nd Grade ESS		
	Desmond Jenkins, Custodian		
	Christopher Marks Head Custodian		
	Joseph Dupre, Custodian		
	Isaac Brown, Custodian		
	Amina Dural, Cafeteria Manager		
	Cheryl Rene, Cafeteria Tech		
	Angela Carron, Cafeteria Tech		
	Genevieve Zackary, Cafeteria Tech		
	Karen Ledet, Cafeteria Tech		

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 Types

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

Stakeholder	Cognitive	Attitudinal	Behavioral	Archival/Contextual
<i>Administrators</i>		<ul style="list-style-type: none"> Administrator Questionnaires Administrator Interviews 		<ul style="list-style-type: none"> Demographics
<i>Teachers</i>		<ul style="list-style-type: none"> Teacher Focus Groups Teacher Surveys Teacher Interviews 	<ul style="list-style-type: none"> Classroom Observations Walkthroughs Attendance Rate PLC Attendance 	<ul style="list-style-type: none"> Demographics
<i>Students</i>	<ul style="list-style-type: none"> DIBELS DRDP-K iREADY Diagnostics Accelerated Reader ELPT LEAP Connect 	<ul style="list-style-type: none"> Student Surveys Student Focus Groups Student Interviews 	<ul style="list-style-type: none"> Classroom Observations Walkthroughs Discipline Rates Attendance Rates 	<ul style="list-style-type: none"> School Report Cards Demographics Subgroup Components Climate Surveys
<i>Parents</i>		<ul style="list-style-type: none"> Parent Survey Parent Focus Group Parent Interviews 	<ul style="list-style-type: none"> Attendance Rates (school participation) Activity Attendance 	<ul style="list-style-type: none"> 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. First Grade Dibels scores for end of year 2025-2026 are 71% Benchmark or Above.	DIBELS
2. All Teachers in 1st and 2nd Grade are Certified and/or Highly Effective.	LEADS
3. EOY Kindergarten DIBELS for year 2025-2026 scored 59% Benchmark and Above on Letter/Sound identification and correlation.	DIBELS

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: Implementation of the HQIM by highly qualified teachers
Instrument(s): DIBELS

Data Type: <ol style="list-style-type: none"> EOY DIBELS Assessment Results Implementation of Ufli and Heggerty strategies during HDT and small group instruction ILT and PLC collaboration and support 	Findings <ol style="list-style-type: none"> 71% Benchmark or Above on EOY DIBELS Benchmark Assessment for 1st Grade 85% Letter/Sound Association on EOY DIBELS Benchmark Assessment for 1st Grade Common consistent instruction and assessment per grade level
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Contributing Factor #2: Highly qualified/Certified teachers in 1st and 2nd grade.	
Instrument(s): LEADS-LED	
Data Type: <ol style="list-style-type: none"> Teacher observation data Common Planning PLC and ILT collaboration and support 	Findings <ol style="list-style-type: none"> All teachers in grades 1st and 2nd were either highly qualified or certified Teacher plans were consistent across classrooms/grade level. Teachers participated in PLCs and ILTs to increase their capacity in the classroom

Contributing Factor #3: Stress on letter/sound correlation in the Kindergarten classroom.	
Instrument(s): DIBELS	
Data Type: <ol style="list-style-type: none"> Utilization of Heggerty and UFLI along with HQIM MCLASS Data RTI/Small Group Instruction 	Findings <ol style="list-style-type: none"> Students became more phonologically aware of sounds in words Progress Monitoring and benchmark testing Progress Monitoring and benchmark testing

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. EOY DIBELS Composite Score was 50% of Kindergarten students were below benchmark level.	DIBELS
2. EOY DIBELS ORF Score was 75% of 2nd grade students were below benchmark level.	DIBELS
3. EOY DIBELS PSF Score was 83% of Kindergarten students were below benchmark level.	DIBELS
4.	
5.	

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

Contributing Factor #1: Inconsistency with HQIM	
Instrument(s): DIBELS	
Data Type: 1. Instructional Specialist Observations 2. Walkthroughs 3. Formal Observations	Findings 1. Bullseye 2. Bullseye 3. LEADS
Contributing Factor #2: Inconsistency in utilizing small group during daily instruction	
Instrument(s): Report Cards, student assessments, DIBELS	
Data Type: 1. DIBELS 2. DIBELS 3.	Findings 1. Below benchmark on ORF 2. 69% below benchmark on ORF Accuracy 3.
Contributing Factor #3: Nonutilization of UFLI and Heggerty along with HQIM	
Instrument(s):	
Data Type: 1. DIBELS 2. DIBELS 3.	Findings 1. 83% below Benchmark on PSF 2. 67% below Benchmark on WRF 3.

Plan to Accomplish Student Achievement Goals

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

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

Action Plan

Title I Schoolwide Program Components: 1, 2, 3, 4, 6, 7, 8

ESSA Schoolwide Plan Requirements 2 and 3

Core Academics: <i>ELA, Math, Science, Social Studies</i>					
Weaknesses:	ELA: Students in Kindergarten and 2nd grade are not ready for the next grade level according to EOY DIBELS scores.				
	Math: Fact fluency was low among students.				
	Science: Students' difficulty reading, annotating, evaluating, and responding to Informational text.				
	Social Studies: Students' difficulty reading, annotating, evaluating, and responding to Informational text.				
Objectives:	ELA: 70% of students in Kindergarten-2nd grade will score Benchmark or Above on the EOY DIBELS.				
	MATH: By the end of the school year, increase the percentage of the students proficient in math fact fluency involving any of the two mathematical operations (addition, subtraction) from as measured by Numeracy Screening.				
	SCIENCE: By the end of the school year, increase the percentage of students proficient in applying scientific reasoning skills and concepts in their investigations and experiments using the Amplify curriculum as measured by Pre and Post assessments.				
	SOCIAL STUDIES: By the end of the academic school year, increase the percentage of students proficient in analyzing and comprehending informational text in social studies using the Bayou Bridges curriculum as measured by Pre and Post assessments.				
Evidence-Based Strategies:	× Data-Driven Decision Making	× Response to Intervention	☐ Job-Embedded PD	× Technology Integration	☐ Other:

CORE ACADEMICS - ELA		Tier 1 Resources:		CKLA Curriculum	
× Student Achievement		☐ Exemplary Customer Service		Operational Excellence	
				× Employee Development	
Historical Data Trends:					
School Year	2023 – 2024 LEAP 2025	24-25 LEAP 2025		2025 – 2026 LEAP 2025	
ELA Trends	Basic and Above 3rd Grade 58% 4th Grade 57%	3rd Grade: 62% Basic + 30% Mastery + 4th Grade: 62% Basic + 30% Mastery +			
Subgroup Trends	ESS At or above Goal 3rd grade-	ESS 3rd Grade: 16% Basic +			

	4th grade-	4th Grade 38% Basic +	
<u>AMBITION</u>			
<ul style="list-style-type: none"> 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 Phonemic Awareness and Phonics skills by utilizing Core RTI, UFLI, Heggerty, and fluency practice.	
LADOE Target(s)/Standard(s):			
SMARTe Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):		ELA: 70% of students in Kindergarten-2nd grade will score Benchmark or Above on the EOY DIBELS.	
Benchmark Goals:		BOY Benchmark Goal	
		<ul style="list-style-type: none"> Use BOY data from DIBELS diagnostics to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide detailed instructional priorities and classroom resources to support differentiated instruction. 	

	<ul style="list-style-type: none"> ● Create and utilize an Individual Academic Support Plan for all students to assist students in reaching their individual achievement goals and emphasize areas of refinement through lessons as part of the Tier I curriculum. ● Utilize RTI for reading support to build decoding, read, and fluency skills utilizing MCLASS supports, UFLI, and Heggerty. ● Utilize Accelerated Reader (fictional and nonfictional texts) to increase students' independent reading levels and to increase students' reading stamina. ● Utilize Amplify Boost for K-2 to assist students and emphasize areas of refinement through lessons as part of the Tier 1 Curriculum. ● Provide Accelerate/High Dose Tutoring to students by highly effective teachers for 30 minutes a day, 5 days a week. ● Progress Monitor to ensure/adjust instruction accordingly.
	<p style="text-align: center;">MOY Benchmark Goal</p>
	<ul style="list-style-type: none"> ● Use BOY data from DIBELS diagnostics to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide detailed instructional priorities and classroom resources to support differentiated instruction. ● Create and utilize an Individual Academic Support Plan for all students to assist students in reaching their individual achievement goals and emphasize areas of refinement through lessons as part of the Tier I curriculum. ● Utilize RTI for reading support to build decoding, read, and fluency skills utilizing MCLASS supports, UFLI, and Heggerty. ● Utilize Accelerated Reader (fictional and nonfictional texts) to increase students' independent reading levels and to increase students' reading stamina. ● Utilize Amplify Boost for K-2 to assist students and emphasize areas of refinement through lessons as part of the Tier 1 Curriculum. ● Provide Accelerate/High Dose Tutoring to students by highly effective teachers for 30 minutes a day, 5 days a week. ● Progress Monitor to ensure/adjust instruction accordingly.

	EOY Benchmark Goal
	<ul style="list-style-type: none"> • Use BOY data from DIBELS diagnostics to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide detailed instructional priorities and classroom resources to support differentiated instruction. • Create and utilize an Individual Academic Support Plan for all students to assist students in reaching their individual achievement goals and emphasize areas of refinement through lessons as part of the Tier I curriculum. • Utilize RTI for reading support to build decoding, read, and fluency skills utilizing MCLASS supports, UFLI, and Heggerty. • Utilize Accelerated Reader (fictional and nonfictional texts) to increase students' independent reading levels and to increase students' reading stamina. • Utilize Amplify Boost for K-2 to assist students and emphasize areas of refinement through lessons as part of the Tier 1 Curriculum. • Provide Accelerate/High Dose Tutoring to students by highly effective teachers for 30 minutes a day, 5 days a week. • Progress Monitor to ensure/adjust instruction accordingly.
<p style="text-align: center;"><u>AFFIRMATION</u></p> <ul style="list-style-type: none"> • Where have gains been made? What strategies were used? • Who were the key individuals in achieving these gains? • How will you leverage those individuals and strategies for continuous improvement this school year? 	
<p>Areas of Progress: Gains have been made in the areas of reading in 1st grade utilizing UFLI and Heggerty along with Tier 1 MCLASS supports. These strategies will be utilized in grades K-2nd to strengthen student ability to decode and read fluently.</p>	
<p style="text-align: center;"><u>ANALYSIS</u></p> <ul style="list-style-type: none"> • 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: Ensure students in grades K-2nd grade are Benchmark in Phonemic Awareness, Phonics Skills, Decoding and Encoding, and Reading Fluency on EOY DIBELS Benchmark Assessments.

Student Learning Problem: Students are not fluent in letter naming, phonemic awareness, phonics, decoding and encoding, or reading.

Root Cause & Supporting Data: Students are not coming into the school system ready to learn reading or having prerequisite skills to adequately become proficient in the process of reading fluently.

Student Impact (Measurable Impact): The majority of students will grow in the areas of letter recognition, phonemic awareness, phonics, and reading fluency as indicated on DIBELS MOY and EOY Benchmark Assessments.

Educator Professional Learning Needs: Educators will learn and implement effective RTI practices such as MCLASS, UFLI, Heggerty, and create IASPs for all students to ensure growth in reading skills.

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	UFLI, Heggerty, and fluency building strategies Interventions for Tier 2 Students	Learning Center Teacher and Para	Ongoing	DIBELS Progress Monitoring & Benchmark	Title 1 Paraprofessionals- Dwana Prudhomme (\$31,000.00) Literacy Coach: Lindsey St. Cyr

	UFLI, Heggerty, and fluency building strategies	K-4 Classroom Teachers	Ongoing	DIBELS Progress Monitoring & Benchmark	Interventionist (Chelsee Fontenot-\$67,145) Phonics for Reading Student Books and Teacher Edition- \$252.00
	Amplify Boost	K-2 Classroom Teachers	Ongoing	Amplify Reports	Instructional Coach
Cultural/ Behavioral	Principal, teachers, and staff will encourage parental involvement through various school activities. Teachers will provide parents with student progress reports and report cards each nine-week grading period informing parents of the student's grade level performance on academic performance assessments in reading, iReady performance when applicable and other	Administrators and teachers	August 2025 – May 2026	<ul style="list-style-type: none"> • Student work samples brought to PLCs, lesson plans that demonstrate planning for RTI and student engagement • AR Reports to gauge comprehension levels and growth 	<ul style="list-style-type: none"> • Parent Engagement- AR Licenses- \$3,582 • Parent Engagement- School/Home Folder Communication- \$700 • Parent Engagement- Student Resources/Supplies

	<p>grade level progress.</p> <p>Provide parents with activation information for the JCampus parent portal to access and stay informed of student progress.</p> <p>Administration and staff will conduct annual meetings updating parents of school improvement goals for continuous improvement for the current year.</p> <p>Teachers and Paras will participate in a professional development on Classroom Behavior and Deescalation Practices.</p>				
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Operational	PLCs (weekly) and job-embedded professional development (monthly) focused on student engagement, formative assessment, student work analysis, effective implementation of Tier I curriculum	ILT, ELA Teachers, ELA Instructional Specialists, Instructional Coach, and RTI/Learning Center Teachers	August 2025 – May 2026	Increased student engagement evidenced during walkthroughs as evidenced in Bullseye, student work samples that indicate increased understanding, lesson annotation, district PLC tool completion (weekly), sign-in sheets/agendas for monthly PD	Title 1 Updated Technology: Smart Boards, computers, monitors, printers, document cameras, Title 1 UFLI Teacher Manuals RTI Title 1 PlainTalk/Amy Grossie LC, Chelsea Fontenot, Robin Villemorette, Rachel Melancon Workshop- \$4664 Title 1 Teacher Leader Summit: Chelsea Fontenot-\$2400 Kristin Bullard- \$2400 New Monitor-\$100 Cold Laminator Supplies- \$1300 Title 1 CKLA Sound Walls - \$200.00 Title 1 Mobile Magnetic Dry- Erase Whiteboard - \$1,000 Title 1 - Pre-K Circle Time Center Classroom Pocket Chart - \$232.00 Title 1 - CKLA Kindergarten Pocket Chart - \$ 80.00
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DELETE INFO THAT DOES NOT APPLY.

Include assessment frequency in parenthesis behind each assessment.

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

K-2: DRDP-K, DIBELS 8, Assessments Embedded in CKLA, iReady Diagnostics

CORE ACADEMICS - MATH		Tier 1 Resources:	
× Student Achievement	☐ Exemplary Customer Service	× Operational Excellence	× Employee Development

Historical Data Trends:			
School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025
Math Trends	Basic and above 3rd Grade 63% 4th Grade 61%	Basic and above 3rd Grade 67% 4th Grade 64%	Basic and above 3rd Grade 48% 4th Grade 70%
Subgroup Trends	ESS At or above Goal 3rd Grade 100 % 4th Grade 25%	ESS At or above Goal 3rd Grade 20% 4th Grade 0%	ESS At or above Goal 3rd Grade % 4th Grade %

<u>AMBITION</u>	
<ul style="list-style-type: none"> 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)	Math Fact Fluency and Automaticity

<p>LADOE Target(s)/Standard(s):</p>	<p>Increase students ZEARN and iREADY grade level skills in Math..</p> <p>2025 assessment from: 62% to 65% in 3rd grade 64% to 70% in 4th grade</p> <p>The average of all students scoring basic and above in grades 3-4 on the math LEAP 2025 Assessment will increase from 63%-67.5%.</p>
<p>SMARTER Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):</p>	<p>By the end of the school year, 70% of students in grade Kindergarten through 2nd grade will be able to accurately and quickly recall math facts with a 70% accuracy as measured on Fact Fluency/Numeracy Assessments.</p>
<p>Benchmark Goals:</p>	<p>BOY Benchmark Goal</p>
	<ul style="list-style-type: none"> • Use data from iReady diagnostics and ZEARN to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide with detailed instructional priorities and classroom resources to support differentiated instruction. • Use iReady Personalized Instruction (MyPath) to assist students in reaching their personalized achievement goals and emphasize areas of refinement through lessons as part of the Tier I curriculum. • Utilize MyPath to assist students with meeting or exceeding their typical growth target by EOY Diagnostic.
	<p>MOY Benchmark Goal</p>
	<ul style="list-style-type: none"> • Use data from iReady diagnostics and ZEARN to identify individual students and/or groups of

	<p>students who have similar instructional needs, and for each group, provide with detailed instructional priorities and classroom resources to support differentiated instruction.</p> <ul style="list-style-type: none"> • Use iReady Personalized Instruction (MyPath) to assist students in reaching their personalized achievement goals and emphasize areas of refinement through lessons as part of the Tier I curriculum. • Utilize MyPath to assist students with meeting or exceeding their typical growth target by EOY Diagnostic.
	<p>EOY Benchmark Goal</p>
	<ul style="list-style-type: none"> • Use data from iReady diagnostics and ZEARN to identify individual students and/or groups of students who have similar instructional needs, and for each group, provide with detailed instructional priorities and classroom resources to support differentiated instruction. • Use iReady Personalized Instruction (MyPath) to assist students in reaching their personalized achievement goals and emphasize areas of refinement through lessons as part of the Tier I curriculum. • Utilize MyPath to assist students with meeting or exceeding their typical growth target by EOY Diagnostic.
<p><u>AFFIRMATION</u></p> <ul style="list-style-type: none"> • Where have gains been made? What strategies were used? • Who were the key individuals in achieving these gains? • How will you leverage those individuals and strategies for continuous improvement this school year? 	
<p>Areas of Progress: Students will increase numeracy/fluency skills in mathematics.</p>	
<p><u>ANALYSIS</u></p> <ul style="list-style-type: none"> • 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: The majority of students will be fluent in mathematical numeracy/fact fluency.

Student Learning Problem: Many students are scoring below grade level in mathematics.

Root Cause & Supporting Data: Students are not fluent in numeracy or fact fluency.

Student Impact (Measurable Impact): The majority of students will grow in the areas of problem solving, calculations, and fact fluency as indicated on iREADY, ZEARN and Numeracy Benchmark Assessments.

Educator Professional Learning Needs: Educators will learn and implement effective RTI (ZEARN) practices and create IASPs for all students to ensure growth in math skills.

ACTION STEPS

Actions Steps & Progress Indicators

<i>Strategies to address Root Cause</i> (Choose at least one to action plan)	<i>Specific Activities</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Indicators</i>	<i>Materials/Resources Funding Source and Cost</i>
Instructional	Math Fluency - iReady Fluency	K-4 Math Teachers	ongoing	iReady Data ZEARN Data	Instructional Coach/Title 1

	Flight, 99 Math, XTra Math High Dosage Tutoring			Fluency Data	
	Math Tier 2 Interventions	Learning Center Staff	ongoing	Progress Monitoring of Math Facts/Computation	
Cultural/ Behavioral	<p>Principal, teachers, and staff will encourage parental involvement through various school activities.</p> <p>Teachers will provide parents with student progress reports and report cards each nine-week grading period informing parents of the student's grade level performance on academic performance</p>	Administrators, parents, specialists, coach, and teachers	August 2025-May 2026	Increased student engagement evidenced during walkthroughs as evidenced in Bullseye, student work samples that indicate increased understanding, lesson annotation, district PLC tool completion (weekly), sign-in sheets/agendas for monthly PD	<ul style="list-style-type: none"> School/Home Folder Communication

	<p>assessments in reading, iReady performance when applicable and other grade level progress.</p> <p>Provide parents with activation information for the JCampus parent portal to access and stay informed of student progress.</p> <p>Administrators and staff will conduct annual meetings updating parents of the status of school improvement & goals for continuous improvement for the current year.</p>				
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Operational	PLCs (weekly) and job-embedded professional development (monthly) focused on student engagement, formative assessment, student work analysis, effective implementation of Tier I curriculum	ILT, Math Teachers, Math Instructional Specialists, Instructional Coach, and iReady PD specialist	August 2024-May 2025	Increased student engagement evidenced during walkthroughs as evidenced in Bullseye, student work samples that indicate increased understanding, lesson annotation, district PLC tool completion (weekly), sign-in sheets/ agendas for monthly PD	Updated Technology Document Cameras
<p>DELETE INFO THAT DOES NOT APPLY. Include assessment frequency in parenthesis behind each assessment.</p> <p>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</p>					

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

Historical Data Trends:

School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025
Science Trends	Basic and Above 3rd Grade 44% 4th Grade 57%	Basic and Above 3rd Grade 45% 4th Grade 48%	3rd Grade: 36% Basic + 13% Mastery + 4th Grade: 55% Basic + 24% Mastery +
Subgroup Trends	ESS At or above Goal 3rd Grade 0% 4th Grade 0 %	ESS At or above Goal 3rd Grade % 4th Grade %	ESS 3rd Grade: 3% Basic + 4th Grade 23% Basic +

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 [SMARTER Goal Worksheet](#) for this year?
- Using the SMARTER Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals?

Focus Area #1:
(Content or Skill)

Reading Informational Texts

LADOE Target(s)/Standard(s):

SMART Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By the end of the school year, 65% of students in Kindergarten through 2nd grade will demonstrate proficiency in reading informational text skills to answer complex problems and engage deeply with the Amplify Science curriculum, as evidenced by their ability to explain and justify their thought processes and solutions in written and verbal formats.
Benchmark Goals:	BOY Benchmark Goal
	<ul style="list-style-type: none"> • Use data from SLT assessments to begin monitoring progress. Use grades on weekly tests and unit exams to track understanding.
	MOY Benchmark Goal
	<ul style="list-style-type: none"> • Use 9-week grades to monitor progress of learning. Use grades on weekly tests and unit exams to track understanding.
	EOY Benchmark Goal
<ul style="list-style-type: none"> • Use 9-week grades to monitor progress of learning. Use EOY Assessment Data to ensure students are progressing effectively in the Amplify curriculum and reading informational texts. 	
<p style="text-align: center;"><u>AFFIRMATION</u></p> <ul style="list-style-type: none"> • Where have gains been made? What strategies were used? • Who were the key individuals in achieving these gains? • How will you leverage those individuals and strategies for continuous improvement this school year? 	
<p>Areas of Progress: We have science instructional specialists who support teachers with the implementation of the Tier I curriculum. Gains have been made since the implementation of the Tier I curriculum as evidenced by Amplify learning walks and school-level formal and informal observations by ILT, Amplify PD specialists, and science instructional specialists. We will leverage the specialists to continue improving the implementation of the Tier I curriculum. ILT will use</p>	

assessment data to monitor the success of SMARTE goals. ILT will also monitor growth during walk-throughs as evidenced by Bullseye Education. ILT will use this data to provide focus for PLCs.

ANALYSIS

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

School's Priority: Ensure students can read informational texts to conduct investigations and reasoning.

Student Learning Problem: Students are not reading on grade level based upon DIBELS BOY diagnostics.

Root Cause & Supporting Data: BOY DIBELS Assessment indicates a large percentage of students are not reading on grade level

Student Impact (Measurable Impact): The majority of students will grow in the areas of reading and responding to instructional texts.

Educator Professional Learning Needs: All students will receive grade-level Tier 1 instruction. Instructional support will be offered through the support of instructional specialists and instructional coaches.

ACTION STEPS

Actions Steps & Progress Indicators

<i>Strategies to address Root Cause (Choose at least one to action plan)</i>	<i>Specific Activities</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Indicators</i>	<i>Materials/Resources Funding Source and Cost</i>
Instructional	Focused instruction in all grade levels on: investigation and reasoning.	K-2 Teachers	ongoing	Lesson plans Observations Student work samples	Instructional Coach Instructional Specialists

	Find meaning and answer questions based upon informational texts.				
Cultural/ Behavioral	Schoolwide CER (Claim, Evidence, Reasoning) • Schoolwide Accelerated Reader		ongoing		<ul style="list-style-type: none"> School/Home Folder Communication
Operational	PLCs (weekly) and job-embedded professional development (monthly) focused on student engagement, formative assessment, student work analysis, effective implementation of Tier I curriculum		ongoing		Updated Technology

DELETE INFO THAT DOES NOT APPLY.

Include assessment frequency in parenthesis behind each assessment.

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

Grades K – 8 Embedded Assessments in Amplify Science

High School Embedded Assessments in Biology and Chemistry OpenSciEd

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

Historical Data Trends:

School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025
Social Studies Trends	Field Tests	N/A	
Subgroup Trends			

AMBITION

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

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

Reading and Responding to Informational Texts

LADOE Target(s)/Standard(s):

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

By the end of the school year, 65% of students in Kindergarten through 2nd grade will demonstrate proficiency in reading informational text skills to answer complex problems and engage deeply with the Bayou Bridges curriculum, as evidenced by their ability to explain and justify their thought processes and solutions in written and verbal formats.

Benchmark Goals:

BOY Benchmark Goal

- Use data from SLT assessments to begin monitoring progress.
Use grades on weekly tests and unit exams to track understanding.

MOY Benchmark Goal

- Use 9-week grades to monitor progress of learning.
Use grades on weekly tests and unit exams to track understanding.

EOY Benchmark Goal

- Use 9-week grades to monitor progress of learning.

Use EOY Assessment Data to ensure students are progressing effectively in the Bayou Bridges curriculum and reading informational texts.

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: We have social studies instructional specialists who support teachers with the implementation of the Tier I curriculum. Gains have been made since the implementation of the Tier I curriculum as evidenced by Bayou Bridges learning walks and school-level formal and informal observations by ILT, Bayou Bridges PD specialists, and science instructional specialists. We will leverage the specialists to continue improving the implementation of the Tier I curriculum. ILT will use walkthrough, student, and assessment data to ensure students are progressing in the Bayou Bridges curriculum.

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: Ensure students can read informational texts to conduct investigations and reasoning.

Student Learning Problem: Students are not reading on grade level based upon DIBELS BOY diagnostics.

Root Cause & Supporting Data: BOY DIBELS Assessment indicates a large percentage of students are not reading on grade level.

Student Impact (Measurable Impact): The majority of students will grow in the areas of reading and responding to instructional texts.

Educator Professional Learning Needs: All students will receive grade-level Tier 1 instruction. Instructional support will be offered through the support of instructional specialists and instructional coaches.

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	Heggerty and Ufli	RTI- Interventionist	ongoing	Progress Monitoring DIBELS	RTI
	Bayou Bridges	K-4 Teachers	ongoing	Weekly Assessments/Activities	
Cultural/ Behavioral	SEL/PBIS	Counselor and teachers	ongoing	Behavioral reports; SBLC referral decrease	
Operational					

DELETE INFO THAT DOES NOT APPLY.

Include assessment frequency in parenthesis behind each assessment.

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

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):
Grades K – High School: Embedded Assessments in each curriculum

Non-Core Academics

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

- **Subgroups**
 - **Exceptional Student Services (SWD)**
 - **English Learners**
- **Freshman Academy**

- *ACT/WorkKeys*
- *Pathways (Industry-Based Credentials, Advanced Placement, Dual Enrollment, College-Level Examination Program (CLEP))*
- *Graduation Rate*
- *Attendance Rate*
- *Discipline Rate*

NON-CORE ACADEMICS	Non-Core Academic Area(s) Chosen: _____		
	Resources:		
☒ Student Achievement	☐ Exemplary Customer Service	☒ Operational Excellence	☐ Employee Development
Historical Data Trends:			
School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025
Trends	92.58	92.52	

Subgroup Trends				
<p style="text-align: center;"><u>AMBITION</u></p> <ul style="list-style-type: none"> 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 SMARTER Goal Worksheet for this year? Using the SMARTER Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals? 				
Focus Area #1: (Content or Skill)		Student Attendance		
LADOE Target(s)/Standard(s):				
SMARTER Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):		By the end of the school year, increase the overall attendance rate by 3% compared to the previous year. This will be measured by tracking daily attendance records and identifying trends and patterns in student absences.		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p>Instruction:</p> <ul style="list-style-type: none"> Implementing an attendance program, providing support for families facing challenges that impact attendance. 	<ul style="list-style-type: none"> Parent Involvement Coordinator Teachers 	<ul style="list-style-type: none"> ongoing 		

<ul style="list-style-type: none"> Consistently communicating the importance of regular attendance to students and parents through various channels. 				
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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):

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) <ul style="list-style-type: none"> Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by <ul style="list-style-type: none"> ELA Math Science Social Studies Math Lead Teachers will ... ELA Lead Teachers will ... Instructional coach (if applicable) will ... SEL (What professional development is needed to ensure faculty members are able to implement the MTSS plan?) 	Instructional Specialists Instructional Coach Literacy Coach Administrators	August 2026-May 2027	Title 1	<ul style="list-style-type: none"> Teacher Leader Summit

<ul style="list-style-type: none"> • SEL • Academics • Behavior • Non-Core Academics 	<p>District Supervisors</p> <p>Lead Teachers ILT and teachers</p>			
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MULTI-TIERED SYSTEM OF SUPPORT

× Student Achievement

☐ Exemplary Customer Service

☐ Operational Excellence

× Employee Development

SEL Foundation for MTSS Success

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

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

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

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

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

Indicator Focus Area 1:

Indicator Focus Area 2:

S

Counselor/Teacher will deliver SEL lessons during physical education classes.

S

We will develop an environment conducive to learning by

			ensuring a strong (PBIS) system is in place campus-wide.
M	Administrator will monitor observations of lessons during walk-throughs, formal observations, and lesson planning.	M	We 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	Classroom and playground behavior 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..
R	This goal is relevant because SEL is a part of our school's MTSS plan and is recognized as a key part of it. We will address intentionally building school system and school leaders' foundational knowledge in SEL to create safe welcoming environments where stakeholders' social and emotional needs are met and students, families, and staff feel connected, valued, and included resulting in acquisition of emotional competencies while improving school culture, student achievement, and discipline infractions. This goal supports maximizing the academic achievement and social and emotional growth of all students.	R	This goal will help students understand the importance of PBIS. Appropriate positive student behavior will increase and student learning will increase.
T	<ul style="list-style-type: none"> • By the end of the first nine weeks, counselor will begin the scope and sequence for SEL instruction. •Counselor will choose one focus area to help their students on daily lessons. 	T	<ul style="list-style-type: none"> • By the end of the first quarter, we will have explicitly taught all behavior expectations to all students. • By the end of August all teachers will be familiar with PBIS rules and procedures. • Focus areas will be identified monthly.
I	All students will be part of the SEL lessons. By focusing on SEL instruction, we plan to create an inclusive environment where all students feel welcomed.	I	All students will be part of PBIS. By focusing on PBIS, we will increase student learning and decrease major infractions.
E	Developing SEL skills in students will strengthen their leadership skills and empower them to be life-long leaders on campus and beyond.	E	Developing PBIS skills in students will help them to identify situations that will empower them to be leaders on campus.

Goal Statement:

During the 2026-27 school year, we will focus on ensuring that every student will receive SEL instruction throughout the 2026-2027.

Goal Statement:

During the 2026-27 school year, the school-wide suspension/expulsion rate will decrease from 2026-2027.

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	
Counselor- Classroom instructional strategies (RTI)	PBIS - School-wide behavior expectations SEL Screening - Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE)
Tier II	
Counselor- Small Group (Targeted Assistance)	Check-in/Check-out Relationship Agreements
Tier III	
Counselor- Check-ins (ABC, Counselor, and/or administrative team)	Check-ins (Counselors and/or administrative team) Referral to Counselor Referral to Counseling (ESS) (Beck Youth Inventory)

Monitoring Interventions

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

Scheduling

Mandatory:

What is the designated time for Explicit SEL Instruction? During PE

How will time be scheduled for PLCs/Grade or Content Teams? ILT, PLC, PBIS meetings

Planning for the Future:

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

Behavior Expectations Matrix

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

Locations	Behavior Expectations		
	BE SAFE	BE RESPECTABLE	BE RESPONSIBLE
Classroom	<ul style="list-style-type: none"> • Finish all work with quality and care • Turn your work in on time • Push your chairs in 	<ul style="list-style-type: none"> • Wait your turn to speak • Clean up after yourself • Be a positive work partner 	<ul style="list-style-type: none"> • Walking feet only, facing forward • Keep hands and feet to yourself • An adult must be in the room
Hallway	<ul style="list-style-type: none"> • Walk on the right hand side • Always place backpacks against the wall when instructed to do so 	<ul style="list-style-type: none"> • Walk on the right hand side • Remain quiet in the hallway 	<ul style="list-style-type: none"> • Walk on the right hand side • Do not disturb classes or speak to students that are in line
Cafeteria	<ul style="list-style-type: none"> • Remain seated and wait to be excused • Respond quickly to quiet signals • Clean your area 	<ul style="list-style-type: none"> • Use inside voices • Say "Please" and "Thank you!" • Clean your area 	<ul style="list-style-type: none"> • Sit with your feet on the floor • Eat your own food(allergies) • Walking feet only facing forward

Restroom	<ul style="list-style-type: none"> • Only 1 person per stall • Put paper towels in the garbage can • Clean up after yourself 	<ul style="list-style-type: none"> • Flush the toilet • Knock on the stall door • Give others privacy 	<ul style="list-style-type: none"> • Walking feet only, facing forward • Wash hands with soap and dry them with 2 towels • Keep the water in the sink
Bus	<ul style="list-style-type: none"> • Stay to the right • Follow adult directions • Walk carefully, but quickly to your bus area or car number 	<ul style="list-style-type: none"> • Quietly wait until the teacher is ready to load • Walk quickly to enter the bus or car • Listen carefully for your name or bus number 	<ul style="list-style-type: none"> • Walking feet only facing forward • Keep hands and feet to yourself • Watch for moving cars
Arrival/Dismissal	Car riders arrival begins at 7:30. Bus riders are dismissed when called at 3:10 p.m.	Follow the directions of duty teachers and walk directly to your area	Move directly to breakfast or class in the morning and go directly to your bus or carpool at dismissal.

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

SEL Pacing Guide given at the beginning of the year.

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.	Persons Responsible	Target Date(s)/Timeline	Materials/Resources Funding Source(s) and Cost	Documentation

Include Subgroups - Aligned to the Strategies				
<p>Parent and Family Engagement: Parent and Family Engagement: MEET AND GREET Gather Alpha List and items such as Parent & Family Engagement Policy for teacher distribution, sign-in sheets Give parents valuable information and resources for a successful school year, cultivate positive relationships with parents and students</p> <p>MTSS Parent and Family Engagement: OPEN HOUSE Gather testing results, Share student progress report info, School Improvement Plan, and changes to upcoming school year Update on school performance score and improvement plan, test results, expectations and goals for next year</p>	All teachers, faculty, and staff	August 5, 2025	Teacher/Student/Parent Communication Folders	Parent and Faculty Sign in Sheets
<p>School Parent Ongoing Communication Teachers need to correspond with parents using blue school folders for “Return to School” and “Leave at Home” items. Parents will be aware of school activities and classroom activities daily. Principal prints documents and correspondence required through printing Parents will be aware of school activities and classroom activities daily.</p>				

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/Resource s Funding Source(s) and Cost	Documentation
- Collaborate with Alvado Wills to fill any vacancies in the Special Education Setting.	Administration	Ongoing		Phone Calls. Emails.
- Collaborate with Kellie Rabalais and Brandon Singleton to fill any vacancies in Regular Education Setting	Administration	Ongoing		Phone Calls. Emails.
- Collaborate with iTeach, ULL, and other agencies about recruiting and certification	Administration	Ongoing		Phone Calls. Emails.

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
Pre-K/Head Start Visit to Kindergarten	Pre-K Teachers, K Teachers	May 2027	Pre-K/Head Start Visit to Kindergarten	
2nd Grade visit OES	2nd Grade teachers PVE and PCMS Administrators	May 2027	2nd Grade visits to OES	

Principal Supervisor Quarterly Review

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

