



SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

2026-2027

School Name: Sunset Middle School

School Principal Name: Dr. Sherika Guidry-Simon

Grade Configuration: 5-8

School Address: 236 Church Hill Street

City, State, and Zip: Sunset, Louisiana 70584

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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 education 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:

Teachers, parents, and community working together to empower students to become productive learners in today's society.

Mission Statement:

Sunset Middle will provide a nurturing and safe learning environment for the students as well as to promote academic excellence through the shared support of the community, faculty, students and stakeholders.



Sunset Middle 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.

Principal - Dr. Sherika Guidry-Simon	Date
Principal Supervisor - Jerome Robinson	Date

CONTACT INFORMATION

School-wide School Improvement Chairperson: Angela Alfred

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
Dr. Sherika Guidry-Simon	Principal
Angela Alfred	Administrative Assistant
Ja'Corian Coleman	Administrative Assistant
Natasha Deville	Behavioral Interventionist
Krystle Prudhomme	Literacy Mentor
Melissa Kidder	Math Lead Teacher
Amy Higginbotham	ESS Lead Teacher
Lakeitha Lemon	Parent
Megan 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	Louisiana State University at Eunice, Southern University and A & M, University of Louisiana at Lafayette
Technical Institute	South Louisiana Community College - Opelousas Campus
Feeder School(s)	Opelousas Middle School, Creswell Middle School
Community	Opelousas City Marshal's Office, Opelousas Police Department, Hope For Opelousas, Our Savior's Church, City of Opelousas Department of Parks and Recreation, United Way of Acadiana, CASA, Opelousas Little Theater, Opelousas (LA) Alumni Chapter of Kappa Alpha Psi Fraternity, Inc., Lambda Beta Omega Chapter of Alpha Kappa Alpha Sorority, Inc., Dads and Kids, The Family Tree
Business/Industry	Wal-Mart, Raising Canes, Sonic, Ford & Joseph Funeral Home, Williams Funeral Home, Pitre Law Firm, Super One Foods, Benny's Supermarket, Piggly Wiggly, Med Express, Lowe's, Sweet Lucy's, Doran & Cawthorne
Private Grants	Walmart Community Grant, Lowe's Toolbox Grant
Other	N/A

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE
	Dr. Sherika Guidry-Simon	Principal	
	Angela Alfred	Administrative Assistant	
	Ja'Corian Coleman	Administrative Assistant	
	Natasha Deville	Behavioral Interventionist	
	Krystle Prudhomme	Literacy Mentor	
	Melissa Kidder	Math Lead Teacher	
	Amy Higginbotham	ESS Lead Teacher	
	Lakeitha Lemon	Parent	

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE

FACULTY ASSURANCE

DATE	NAME	POSITION/TITLE	SIGNATURE

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		<ul style="list-style-type: none"> Administrator Questionnaires Administrator Interviews 		<ul style="list-style-type: none"> Demographics
Teachers		<ul style="list-style-type: none"> Teacher Focus Groups Teacher Surveys Teacher Interviews 	<ul style="list-style-type: none"> Classroom Observations Walkthroughs Attendance Rate 	<ul style="list-style-type: none"> Demographics
Students	<ul style="list-style-type: none"> LEAP 2025 ACT/WorkKeys DIBELS 8 DRDP-K iREADY Diagnostics SAAVAS Momentum Accelerated Reader LEAP 360 Interims ELPT ELPT Connect 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
Parents		<ul style="list-style-type: none"> Parent Survey Parent Focus Group Parent Interviews 	<ul style="list-style-type: none"> Attendance Rates (school participation) 	<ul style="list-style-type: none"> Demographics

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

Comprehensive Needs Assessment

SY 2026-2027 Schoolwide Planning

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

Part 1: STRENGTHS

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

STRENGTHS	DATA SOURCE/INSTRUMENT
1. 8th Grade ELA students performing at or above 33%. Showing strength in Literary Text.	LEAP 2025 Spring 2026 Scores
2. 6th Grade Math students performed at or above 29%. Showing strength in ratio and rates.	LEAP 2025 Spring 2026 Scores
3. 7th Grade Science students performed at or above 21%. Showing strength in evaluating scientific materials.	LEAP 2025 Spring 2026 Scores

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: Students exhibit knowledge of informational text.	
Instrument(s): 7th Grade ELA: Informational Text	
Data Type: <ol style="list-style-type: none"> iReady Diagnostic LEAP 2025 Score Report Lexia SAAVAS Momentum 	Findings <ol style="list-style-type: none"> Diagnostic test support student access to appropriate informational text practice. Score reports show consistency with school focus PLC targeted informational text analysis.

Contributing Factor #2: Students exhibit the ability to solve problems and analyse proportions.**Instrument(s):** 7th grade Math: Analyze proportional relationships and Solve Problems**Data Type:**

1. iReady Diagnostic
2. LEAP 2025 Score Report
3. Edulastic

Findings

1. Diagnostic test support student access to appropriate math materials.
2. Score reports show consistency with school focus
3. PLC targeted Math practices.

Contributing Factor #3: Students exhibit the ability to evaluate science materials.**Instrument(s):** 8th Grade ELA: Literary Text and written expression**Data Type:**

1. iReady Diagnostic
2. LEAP 2025 Score Report
3. Amplify data.

Findings

1. Diagnostic tests support student access to appropriate Science activities.
2. Scores reports show consistency with school focus
3. Amplify professional development provided by Amplify representatives.

Comprehensive Needs Assessment

SY 2026-2027 Schoolwide Planning

Part 2: WEAKNESSES

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

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

WEAKNESSES	DATA SOURCE/INSTRUMENT
1.5th Grade Math students performed at or below 7%. Showing weakness in mathematical reasoning and modeling.	LEAP 2025 Spring 2026 Scores
2 7th Grade ELA students scoring at or below 22% proficiency. Showing weakness in writing.	LEAP 2025 Spring 2026 Scores
3.6th Grade Science students performed at or below 13%. Showing weakness in scientific investigations.	LEAP 2025 Spring 2026 Scores
4. Attendance	JCAMPUS

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: Teacher attrition impacts student access to information	
Instrument(s): 5th Grade Mathematical reasoning and modeling	
Data Type: 1. Observational Data 2. Student test performance 3. Student moral	Findings 1. LEAP 2025 scores show decline. 2. Student cross curricular progress 3. Teacher content knowledge of HQIM negatively impacted student performance.
Contributing Factor #2: Teacher attrition impacts student access to information	
Instrument(s): 8th Grade ELA reading performance and written expression.	
Data Type: 1. Observational Data 2. Student test performance 3. Student moral 4.Momentum SAAVAS	Findings 1. LEAP 2025 scores show decline 2. Student cross curricular progress 3. Teacher content knowledge of HQIM negatively impacted student performance.
Contributing Factor #3: Teacher attrition impacts student access to information	
Instrument(s): 8th Grade ELA: Written Expression	
Data Type: 1. Observational Data 2. Student test performance 3. Student moral	Findings 1. LEAP 2025 scores show decline 2. Student cross curricular progress 3. Teacher content knowledge of HQIM negatively impacted student performance.
Contributing Factor #4: Lack of legal and procedural guidelines.	
Instrument(s): School wide attendance	
Data Type: 1. JCampus Attendance reports. 2. Student grades 3. Attendance Committee Reports	Findings 1.Student attendance trends show major truancy issues. 2. Students are impacted from lack of attendance. 3.Committee implements interventions to target student truancy.

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

CORE ACADEMICS - ELA	Tier 1 Resources:	DELETE INFO THAT DOES NOT APPLY K -2: Core Knowledge Language Arts (CKLA) Grades 3 – English II: Louisiana Guidebooks through Imagine Learning English III and English IV: Savvas My Perspective	
× 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	LEAP Proficiency (Mastery and Above) Spring 2024 5th 27% 6th 51% 7th 50% 8th 38%	LEAP Proficiency (Mastery and Above) Spring 2025 5th 32% 6th 34 % 7th 30% 8th 44%	LEAP Proficiency (Mastery and Above) Spring 2025 5th 27% 6th 27% 7th 22% 8th 33%
Subgroup Trends	LEAP Proficiency Mastery and Above Students with Disabilities 5th-8th:Less than 5%	LEAP Proficiency Mastery and Above Students with Disabilities 5th-8th:Less than 5%	LEAP Proficiency Mastery and Above Students with Disabilities 5th-8th:Less than 5%

AMBITION

- Based upon your data trends, what is the area of focus?

<ul style="list-style-type: none"> What is the LADOE target? Link to LDOE Data Library Louisiana School Finder Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year? Using the SMART Goal, what incremental progress (benchmark goals) needs to be attained each quarter to be on track to goals? 	
Focus Area #1: (Content or Skill)	Students will demonstrate an increase in reading performance with an emphasis on identifying textual evidence for citing, making inferences and using text specific vocabulary.
LADOE Target(s)/Standard(s):	Students will achieve Mastery or above (proficiency) on LEAP 2025 Assessment
SMART Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	By Spring 2026, the proficiency rate (Mastery & above) on the ELA portion of the LEAP 2025 will increase by 5%.
Benchmark Goals:	BOY Benchmark Goal
	<ul style="list-style-type: none"> iReady Fall Diagnostic score will identify targeted students Use MyPath to remediate students who are performing below grade level Utilize Lexia to improve student reading performance. Utilize Momentum SAAVAS to improve reading performance.
	MOY Benchmark Goal
	<ul style="list-style-type: none"> iReady Fall Diagnostic score will identify targeted students Use MyPath to remediate students who are performing below grade level Utilize Lexia to improve student reading performance. Utilize Momentum SAAVAS to improve reading performance.
	EOY Benchmark Goal
	<ul style="list-style-type: none"> iReady Fall Diagnostic score will identify targeted students Use MyPath to remediate students who are performing below grade level Utilize Lexia to improve student reading performance.

- Utilize Momentum SAAVAS to improve reading performance.

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: HQIM is being taught with fidelity daily. ILT team conducts walkthroughs to ensure compliance. PLCs are used to build teacher capacity.

ANALYSIS

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

School's Priority: To increase the reading performance and reading comprehension of students, with an emphasis on identifying textual evidence for citing, making inferences and using text specific vocabulary.

Student Learning Problem: LEAP Data indicates student struggle with reading performance and reading comprehension.

Root Cause & Supporting Data: Focus for last school year, during PLCs, was on informational text.

Student Impact (Measurable Impact): Across grade levels, students underperformed on reading performance.

Educator Professional Learning Needs: Staff needs professional development on delivering ELA content.

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	<ul style="list-style-type: none"> Independent Reading Focus on reading performance and comprehension. ELA teachers will use a laptop, desktop, dual monitors, wireless mouse and keyboards, webcam, and headset with a mic, Chromebooks, speakers. ELA teachers will utilize the SAAVA Momentum program to bridge the learning gaps of students by providing them with remediation during homeroom. The laptop will serve as a teaching tool by powering the interactive program for the promethean board, feeding the online version of SAAVAS to the screen and completing any other technologically-enhanced academic activity. Flocabulary Program will be used to increase vocabulary specific to subject areas. LEAP CAMPS will be hosted to prepare students for LEAP exams. The speakers, Chromebooks (used primarily by students), desktops, dual monitors 	Teachers, Instructional Specialists, Leadership Team Members	Aug 2027 - May 2027	<ul style="list-style-type: none"> iReady grade level improvement in reading subcategories Implementation of AR at both grade levels Student writing samples <p>Promethean Boards</p>	<ul style="list-style-type: none"> My Prospectives HQIM Curriculum. Title 1: Instructional Specialist, Literacy Coach <p>iReady: District Funded: SAAVAS Momentum</p> <ul style="list-style-type: none"> Maintenance Fees on Image Runner Advance DX 6855i: Canon monthly: \$1242.00 Administrators will utilize printers to do schedules, progress reports/report cards, and discipline referrals. <p>Lexia: -Computer Mouse bulk 400 pack for classroom = \$401.98</p> <p>Title 1: \$944.79: Project materials such as markers, tape, card stock, post-it notes, etc.</p>

	and clickers will add an additional dimension to the technological components of the lesson. The teachers will be provided with a case to help protect the laptop from damage, and charging stations will be purchased to power and store Chromebooks. Student headphones will be used during Accelerate time for MyPath and Study Island				Materials will be utilized for student based learning and projects. Title 1:
Cultural/ Behavioral	Schoolwide CER (Claim, Evidence, Reasoning) in all disciplines	All Teachers	Aug 2026 - May 2027	Increased scores on iReady benchmarks and increased scores on SAAVAS Momentum Student Work Samples	Title I Behavioral Interventionist: 44,900.00+Benefits: 12,500.00
Operational	Weekly PLCs focused on student engagement, encouraging independent reading and effective implementation of TIER I curriculum	ILT, Teachers, Admin, Instructional Specialist	Aug 2026 - May 2027	Increased student engagement, student response to independent learning tasks, and lesson planning analysis	Title I
CORE ACADEMICS - MATH		Tier 1 Resources:	K - 8: iReady Classroom Mathematics High School: Savvas Envision AGA (Algebra I, Geometry, and Algebra II)		
☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development		

Historical Data Trends:

School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025
Math Trends	Proficiency (Mastery and Above) 5th 9% 6th 16% 7th 8% 8th 8%	Proficiency (Mastery and Above) 5th 7% 6th 4% 7th 12% 8th 20%	Proficiency (Mastery and Above) 5th 27% 6th 29% 7th 10% 8th 19%
Subgroup Trends	Proficient Students with Disabilities Less than 5%	Proficient Students with Disabilities Less than 5%	Proficient Students with Disabilities Less than 5%

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)**

Student math grade level computations were of concern across grade levels. Student understanding of the grade level content and mastery of scaffold skill is not evident.

LADOE Target(s)/Standard(s):

Students will achieve Mastery level on eighth grade assessments and enter ninth grade prepared for grade-level content.
Increase student score percentage of mastery by 5% per grade level

SMARTER Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	To improve 5 th -8 th Grade Math scores by 5 points per grade level proficiency (mastery and above) by Spring 2026
Benchmark Goals:	BOY Benchmark Goal
	<ul style="list-style-type: none">Math teachers will keep pace with district provided curriculum guides and provide universal problem solving strategies and plans for discourse.In adherence to district policy, Math teachers will continue to incorporate comprehensive math assessments and will make instructional decisions based on data from these assessments.Teacher/ Admin will analyze Leap 2025 scores to identify student learning deficits and remediate through MyPathStudents will be administered the Diagnostic Fall Benchmark and score will be analyzed for remediation .
	MOY Benchmark Goal
	<ul style="list-style-type: none">Student progress and deficits will be observed with results from iReady Diagnostic Winter BenchmarkInstructional Outcomes will be modified based on Winter benchmark scores.
	EOY Benchmark Goal
	<ul style="list-style-type: none">Analyze Diagnostic 2 scores and Leap 2025 Spring 2024 score to address instructional deficits.
AFFIRMATION	
<ul style="list-style-type: none">Where have gains been made? What strategies were used?Who were the key individuals in achieving these gains?	

<ul style="list-style-type: none">How will you leverage those individuals and strategies for continuous improvement this school year?
<p>Areas of Progress: Consistent collaboration between grade level to address instructional outcomes; inconsistencies across grade levels are addressed in PLC meetings. Instructional Specialists support novice teachers with Tier I instructional tools and best practices. ILT team addresses instructional goal setting and lesson planning .</p>
<div><div>ANALYSIS</div><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?</div>
<p>School's Priority: Students master grade level skills to improve instructional outcomes across grade levels. Student learning deficits are remediated and monitored to drive instruction.</p>
<p>Student Learning Problem: LEAP 2025 data supports that students failed to master prerequisite skills which prevent student progression across grade levels.</p>
<p>Root Cause & Supporting Data: iReady data supports that students perform well below grade level in math skills Student Impact (Measurable Impact): Educator Professional Learning Needs: Teacher collaboration across grade levels, instructional support through instructional specialist observations. Support with pacing.</p>

ACTION STEPS Actions Steps & Progress Indicators					
Strategies to address Root Cause <i>(Choose at least one to action plan)</i>	Specific Activities	Person(s) Responsible	Timeline	Progress Indicators	Materials/Resources Funding Source and Cost
Instructional	<p>Administrators, teachers, and paraprofessionals in district, state sponsored professional development</p> <p>Math teachers will incorporate writing assignments into each grading period</p>	Admin Math Teachers	Aug 2026 - May 2027	<p>The principal will monitor employees' attendance at professional development meetings. In addition, the implementation of best instructional practices will be monitored by administration during classroom observations.</p> <p>Lesson Plans</p> <p>Student Work</p>	<p>Professional Development Instructional Materials</p> <p>Title1: Instructional Coach</p> <p>Title 1: \$11060.00: Project materials such as markers, tape, card stock, post-it notes, etc. Materials will be utilized for student based learning and projects.</p> <p>Zearn: District Funded</p>
Cultural/ Behavioral	PLCs will encourage and support vertical and horizontal cohort collaboration.	Admin Instructional Specialist Math Teachers	Aug 2026 - May 2027	The principal will monitor employees' attendance at professional development meetings. In addition, the	Title 1: Behavioral Interventionist

	<p>Teacher-Student collaboration on goal setting</p> <p>Parent-Teacher communication</p>			<p>implementation of best instructional practices will be monitored by administration during classroom observations.</p> <p>Documentation in lesson plan</p> <p>ILT observation data</p> <p>Student work</p> <p>Lesson Plans</p>	
Operational	<p>Assessment analysis</p> <p>PLC</p> <p>Implementation of Tier I curriculum with fidelity</p>	<p>All Admin Teacher Admin</p>	<p>Aug 2026 - May 2027</p>	<p>The principal will monitor employees' attendance at professional development meetings. In addition, the implementation of best instructional practices will be monitored by administration during classroom observations.</p> <p>Documentation in lesson plan</p> <p>ILT observation data</p> <p>Student work</p> <p>Lesson Plans</p>	

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

CORE ACADEMICS - SCIENCE

Tier 1 Resources:

Tier 1 Resources: K – 8: Amplify Science
High School (High Quality Pilot) Biology and Chemistry OpenSciEd

☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development
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Historical Data Trends:

School Year	2023 – 2024 LEAP 2025	2024 – 2025 LEAP 2025	2025 – 2026 LEAP 2025
Science Trends	Proficiency (Mastery and Above) 5th 10% 6th 17% 7th 11% 8th 11%	Proficiency (Mastery and Above) 5th 21% 6th 12% 7th 14% 8th 14%	Proficiency (Mastery and Above) 5th 13% 6th 13% 7th - 14% 8th - 21%
Subgroup Trends	Proficient Students with Disabilities Less than 5%	Proficient Students with Disabilities Less than 5%	Proficient Students with Disabilities Less than 5%

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)	Students lacked the ability to reason scientifically.
LADOE Target(s)/Standard(s):	Students will achieve Mastery level on eighth grade assessments and enter ninth grade prepared for grade-level content. Increase student score percentage of mastery by 5% per grade level

SMARTER Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	To improve 7th -8th Grade Science scores by 5 points per grade level proficiency (mastery and above) by Spring 2025.
Benchmark Goals:	BOY Benchmark Goal
	Benchmark Assessment test will be administered at the beginning of the year
	MOY Benchmark Goal
	Benchmark Assessment test will be administered in December to measure student progress
	EOY Benchmark Goal
	Benchmark Assessment test will be administered in April to measure progress from August
<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: Consistent instructional planning, Teacher content and instructional coaching and PLCs are implemented to improve teacher efficacy. Student engagement, lesson planning, teacher mentor opportunities will be focused along with instructional tool support.</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: Obtaining qualified, certified Science staff to provide consistent, seamless instruction who have been provided instructional tool training and support.

Student Learning Problem: Inconsistent instructional tool usage along with teacher shortage.

Root Cause & Supporting Data: LEAP Data supports a three year trend of student underperformance on Science and Social Studies.
Student Impact (Measurable Impact): Educator Professional Learning Needs: PLC support with vertical cohorts and instructional tool support with content collaboration.

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	Throughout the school year, job embedded training will continue during monthly faculty meetings and PLC's. weekly PLC topics will focus on reviewing and analyzing data such as comprehensive science assessments, and other forms of students' performance data.	Administration All Science Teachers Instructional Specialist	Aug 2025 - May 2026	Documentation in lesson plans, teacher observation forms, faculty sign-in sheets, Instructional observations Documentation in lesson plans Student work	Amplify - District funded Title I: \$11060.00: Project materials such as markers, tape, card stock, post-it notes, etc. Materials will be utilized for student based learning and projects.

	<p>Science teachers will develop rigorous lessons aligned to National Science Standards.</p> <p>All teachers will be provided the use google suite training to implement it as an instructional tool to support virtual learning for both asynchronous and synchronous learning</p> <p>Administrators, teachers, and paraprofessionals will participate in district as well as state sponsored professional development.</p> <p>Teacher Leader Conference</p>				
Cultural/ Behavioral	<p>Students, staff, parents encouraged to observe science in everyday world</p> <p>Student experimentation</p>	<p>Parents, All Science teacher</p>	<p>August 2025- May 2026</p>	<p>Student engagement measured by performance/student work samples</p>	

Operational	Weekly content PLCs, job embedded professional development. successful implementation of instructional tools and materials	Science Teachers	August 2025-May 2026	Student work samples Formative Assessment scores ILT observational data	
<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): Grades K – 8 Embedded Assessments in Amplify Science High School Embedded Assessments in Biology and Chemistry OpenSciEd</p>					
CORE ACADEMICS – SOCIAL STUDIES		Tier 1 Resources:	Tier 1 Resources: None K – 3 Studies Weekly 4 – 5 Bayou Bridges (Pilot) 6 – 8 Savvas History Interactive High School: Savvas American Government, Savvas US History, Cengage World History, Cengage World Geography Grades 4 – High School: LDOE Course Framework		
☐ 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	Proficiency (Mastery and Above) No Data	Proficiency (Mastery and Above) 5th 19% 6th 8% 7th 20% 8th 19%	Proficiency (Mastery and Above) 5th 13% 6th 16% 7th 10% 8th 20%
Subgroup Trends	Proficient Students with Disabilities Less than 5%	Proficient Students with Disabilities Less than 5%	Proficient Students with Disabilities Less than 5%

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)

No Data.

LADOE Target(s)/Standard(s):

**SMARTER Goal (Specific, Measurable, Attainable,
Realistic, Time-bound, and Equitable):**

Benchmark Goals:	BOY Benchmark Goal
	MOY Benchmark Goal
	EOY Benchmark Goal
<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? 	
Areas of Progress:	
<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:	
Student Learning Problem:	
Root Cause & Supporting Data:	

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	<p>Teachers will align assessments to standards</p> <p>Administrators, teachers, and paraprofessionals will participate in district as well as state sponsored professional development</p> <p>Teachers will participate in content training for instructional tools and material support.</p>	All Social Studies Teacher	August 2026 - May 2027	<p>Student work</p> <p>The principal will monitor employee attendance at professional development meetings. In addition, the implementation of best instructional practices will be monitored by administration during classroom observations.</p> <p>Documentation through lesson plans, observational data, assessment data</p>	<p>District Funded Instructional Material and Tools</p> <p>HQIM~Bayou Bridges</p> <p>Title 1: \$11060.00: Project materials such as markers, tape, card stock, post-it notes, etc. Materials will be utilized for student based learning and projects.</p> <p>- Title I, Parental Involvement -</p> <ul style="list-style-type: none"> • <p>Zearn: District Funded:</p>

Cultural/ Behavioral	Students, staff, parents encouraged to observe Social Studies in everyday world Field experiences	Parents, All Social Studies teacher	August 2026- May 2027	Student engagement measured by performance. student work samples	District Funded Instructional Material and Tools Title I - Laptops
Operational	Weekly content PLCs, job embedded professional development. successful implementation of instructional tools and materials	All Social Studies Teachers	August 2026- May 2027	Student work samples Formative Assessment Scores ILT observational data	District Funded Instructional Material and Tools
<p>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</p>					

Non-Core Academics

All CIR/UIR schools must address their identified subgroup(s) deficiency area(s) based on trend data. All other schools should select an area/areas for a non-core academic improvement area. 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*
- *DCAI (Dropout/Credit Accumulation Index)*
- *Interest and Opportunities*

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	2024 – 2025	2025 – 2026
Trends	<u>Attendance</u> 92%	<u>Attendance</u> 93%	<u>Attendance</u> 92%
Subgroup Trends	<u>ESS</u> 91%	<u>ESS</u> 92%	<u>ESS</u> 91%

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)	Student attendance
LADOE Target(s)/Standard(s):	Students will increase their attendance in order to achieve mastery level on LEAP 2025 assessments
SMARTe Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	To increase student attendance by 5% by May 2025 as measured through JCAMPUS reports.

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

<ul style="list-style-type: none"> • Provide Incentives for Students who do not miss school each grading period • Use discipline data to track trends to target specific groups or areas of concern. • Incorporate Restorative Practices Schoolwide to Reduce Out of School Suspension Rate 	PBIS Committee	May '26	Title I - \$	Student Attendance Reports
	PBIS Committee	May '26	Title I \$564.90	<p>Title I: HP 414 A Black Ink Cartridges</p> <p>Total: \$516.65 HP Ink for Administration documentation.</p>
	Karen Gray	May '26	Title I -	<p>Student and Staff ID's</p> <p>Title 1: Southern Visuals: (\$564.90)</p> <p>Student Behavior Reports</p>

DELETE INFO THAT DOES NOT APPLY.

Include assessment frequency in parenthesis behind each assessment.

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

PROFESSIONAL DEVELOPMENT

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

☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development
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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 - Focus on Informational Texts; AR Math Science Social Studies Math Lead Teachers will ... ELA Lead Teachers will ... Instructional coach (if applicable) will ... SEL (<i>What professional development is needed to ensure faculty members are able to implement the MTSS plan?</i>) <ul style="list-style-type: none"> SEL Academics Behavior Non-Core Academics 	Administration All Teachers ILT	May 2027	Title I	PLC sign in Sheets Teacher Leader: copy of payment for conference fee, hotel, and travel expenses <ul style="list-style-type: none"> summary of each session Session Agenda

MULTI-TIERED SYSTEM OF SUPPORT

☐ Student Achievement

☐ Exemplary Customer Service

☐ Operational Excellence

☐ Employee Development

SEL Foundation for MTSS Success

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

For the 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	Teacher will deliver SEL Lessons as a part of Homeroom and PE	S	PBIS expectations will be implemented campus-wide.
M	Use of walkthroughs, observations, and lesson planning	M	Monitoring student PBIS participation and minor infractions
A	SEL will be implemented across subjects and embedded in instruction	A	Positive behavior focus and rewards will be encouraged and implemented and monitored
R	School culture and climate will be addressed in ensuring students have a positive disposition and encourage student engagement	R	PBIS education and revisit expectations quarterly
T	Teachers will choose one focus are to support students with SEL	T	Full campus PBIS initiative and activities will occur quarterly
I	Participation in SEL activities will be encouraged for students and staff	I	Staff and students will participate in PBIS activities
E	Students will identify SEL skills and goal set	E	Students will identify PBIS goals and assist with goal setting
Goal Statement: To have all students participate in SEL activities		Goal Statement: Behavior infractions will decrease by 5%.	

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
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Tier I	
High Quality Instruction	<ul style="list-style-type: none"> • A school wide discipline plan is in place. • PBIS “Kick-Off Pep Rally” • A presentation that outlines the schoolwide discipline plan is presented to students at the beginning of the year and to new enrollees on an as-needs-basis. • Schoolwide discipline procedures and PBIS expectations are presented to parents at PBIS events. (first open house) • Parents and students sign a document that verifies that they have accessed the digital version of the school handbook and understand its contents (a hard copy is given when requested). • PBIS behavioral expectations are read over the intercom at the beginning of each week, displayed on electronic communication stations throughout the campus, posted on the webpage, communicated during assemblies and programs, and included in lesson plans. • Weekly PBIS drawings are held to award students being Tigers who R.O.A.R.S. • Students referred to the behavioral interventions to address behavioral concerns. • Guest speakers are invited to motivate students. • Remedial work, peer mediation, parent/student conferences, cafeteria duty, lunch detention, and campus beautification projects are also assigned as consequences for behavior infractions. • Major activities occur at the end of each grading period for students who meet the criteria.
Tier II	
PBIS & Restorative Practices	<ul style="list-style-type: none"> • Students returning from suspension for fighting (the school’s primary behavior incident) must attend counseling sessions upon returning. • Before school detention is assigned for behavior infractions.

	<ul style="list-style-type: none"> Students are assigned ISS in lieu of OSS in an effort to reduce the suspension rate. SBLC Committee constructs a plan for habitual rule violators; plans are shared with pertinent personnel. Check In Check Out is used as an intervention.
Tier III	
	<ul style="list-style-type: none"> SBLC Committee revises a plan for habitual rule violators; plans are shared with pertinent personnel. Behavior plans are developed. Check In Check Out is used as an intervention. Before school detention is assigned for behavior infractions. Students are assigned ISS in lieu of OSS in an effort to reduce the suspension rate. Guidance counselor provides counseling sessions for students who have been identified as requiring this need by the SBLC Committee. Behavioral Interventionist provides behavioral interventions as needed.

Monitoring Interventions

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

- Besides collecting student data on targeted outcomes, OJHS will identify interventions identified for each student, who is responsible for making sure interventions are implemented, and the intensity or frequency of the intervention (both as planned and as executed).
- Make sure teachers and involved support staff upload relevant data (attendance, behavior, course performance) into the system at least weekly to track trends and progress.
- Schedule bi-weekly meetings for leadership teams to monitor whole-school interventions, or at least twice a year for district or other large-scale interventions.

Scheduling

Mandatory:

What is the designated time for Explicit SEL Instruction?

- 5 to 10 minutes on each Monday during Homeroom

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

- PLCs/Grade or Content Teams will be scheduled on Wednesday's by district instructional practices
- Math department will meet weekly | Fridays'

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 RESPECTFUL	BE RESPONSIBLE
Classroom	Don't throw objects Always put things where they belong after use Remain on school approved websites at all times	Exhibit self-control Be devoted to all classroom expectations	Be on time Be prepared Use scholarly attitude
Hallway	Don't gather in crowds Don't horse play on the way to your destination	Keep hands and feet and other objects to yourself Listen to directions Be obedient to all expectations	Use inside voice Use scholarly Language Walk to the right Have a pass when alone
Cafeteria	Wash your hands Don't throw food/objects	Value personal space and property of others Keep food on the tray Use indoor voice	Practice good table manners Value personal space of others Be an example to others Scholarly language/ actions
Restroom	Wash your hands One Person in each stall	Use Inside Voice Keep Hands and Feet to Yourself	Report back to class when finished Value personal space of others
Bus	Keep arms inside of the window Stay seated at all times Keep Hands and Feet to Yourself	Use Inside Voice Refrain from using profanity	Be on Time Value personal space of others
Arrival/ Dismissal	Be On Time Walk to the right Be Prepared Keep eyes forward Have a Scholarly Attitude	Exhibit self-control Listen to directions Be courteous Be Kind Keep hands and feet to yourself Be obedient to ALL expectations	Be On Time Be Prepared Have a Scholarly Attitude Walk to the right Keep eyes forward

What is your plan to explicitly teach behavior expectations at the beginning of each semester? Please list below: PBIS Kickoff Assembly held at the beginning of the year with a refresher in January.

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: <ol style="list-style-type: none"> 1. Meet and Greet 2. Parent Academic Day 3. Family Picnic MTSS Parent and Family Engagement:	Admin Parent Educator	August 2026 December 2026 March 2027	Sign In Sheets Title I Parent Involvement	
How are you going to communicate with parents about the MTSS plan? How are you working with students this year? How are you going to increase parental involvement in MTSS?				
MTSS Plan Overview	MTSS is a multi-step process of providing instruction and support to promote the academic and behavioral success of all children. Individual children's progress is monitored and results are used to make decisions about further instruction and			

	intervention. MTSS is most commonly used in addressing reading, math and behavior, but it can also be used in other areas. The MTSS process is flexible and designed by school districts to meet the needs of their students.
Academic Programs & Interventions	<p>Academics</p> <ul style="list-style-type: none"> ● In Tier I, all students receive high quality curriculum and instruction in the general education classroom. The teacher assists all students. ● In Tier II, the school provides supplemental instructional support, usually in small groups, to students who need additional support to what they are receiving from the general curriculum. ● In Tier III, intense instructional support is provided to students with the greatest needs, with frequent progress monitoring. <p>Behavior</p> <ul style="list-style-type: none"> ● In Tier I, all students are explicitly taught positive behavioral expectations. All teachers use a consistent approach to discipline. ● In Tier II, the school provides supplemental targeted behavioral skill interventions usually in small groups. ● In Tier III, student centered planning is used to develop customized interventions with frequent progress monitoring.
SEL & Behavior Interventions	<p>Sunset Middle School educates the whole child by creating a student centered school culture that addresses students' physical, social, emotional, and academic needs by creating a safe and healthy learning environment in which students are challenged, supported, and engaged.</p> <ul style="list-style-type: none"> ● Network with community mental health and services. ● Collaborate with social workers, mental health counselors, case managers, and physicians. ● Follow the guidance/procedures outlined by the federal government, state and district regarding SBCL procedures, IEPs, IAP, BIP, and health care plans. ● Provide responsive services when the need arises. ● Follow-up with students who receive responsive services to monitor their progress. ● SPED paraprofessional assist teachers implement instructional practices for students with academic deficits.
<p>Community Involvement How are you going to foster community partnerships to assist with your MTSS Plan? <i>Please list below.</i></p> <ul style="list-style-type: none"> ● Effective Communication - Families/caregivers, school/district staff, and administration engage in regular, meaningful dialogue about learning, high academic expectations, and the healthy development of students. 	

- Share information using multiple communication pathways and solicit input about school goals and initiatives with students, families, and the broader community.
- Engagement in Student Support - Families/Caregivers and students are actively engaged in student support processes/decisions and regularly informed about progress.
- Families/caregivers receive the information they need to advocate for their children and are informed of their rights to request a special education evaluation at any time during the tiered support process.

Instruction by Certified Teachers – Certified Teacher Recruitment

(Schoolwide Component 3)

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

☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence		☐ Employee Development
Action Steps	Persons Responsible	Target Date(s)/Timeline	Materials/Resources Funding Source(s) and Cost	Documentation
<p>(CIR & UIR Academics) Schools will partner with the Southwest Region Educational Leadership Programs (i.e., University of Louisiana at Lafayette) and iTEACH.</p> <p>The school leadership will participate in district, city wide, state recruiting efforts to recruit high qualified teachers.</p>	School Leadership Team Human Resource Director	June 2026 - July 2027	District funded Stipends for Core Certified Teachers (\$5000 per teacher)	PEP report completed yearly by the SLPSB Human Resources Department. Teacher Certificates and Highly Qualified Status Letter on file at school.

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
To make sure that 100% of all 8th graders will complete IGP by the end of the school year	School Leadership Team Professional Counselor	May 2027	N/A	Copy of IGP
Educate families about the importance of the 9th-grade transition	School Leadership Team Professional Counselor	April 2027	N/A	Copy of 9th Grade Transition Presentation
Implement cross visit with incoming 7th graders from feeder school	School Leadership Team	May 2027	N/A	Correspondence documentation between principals from each school.

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>