



SCHOOL-WIDE SCHOOL IMPROVEMENT PLAN

School Principal Name: Lindsay Smythe

Grade Configuration: K-3

School Address: 671 Napoleon Avenue

City, State, and Zip: Sunset, LA 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:

The vision of our school is that graduates of École Saint-Landry will be citizens who possess the knowledge, attitudes, skills, and behaviors necessary to thrive in today's increasingly interconnected world. The students of École Saint-Landry will become cultural assets in their own right and will be ambassadors of global competency. Their successes will represent the effectiveness and power of biliteracy in our community and beyond.

Mission Statement:

The mission of our school is to prepare students from the Acadiana region to be academically proficient, bilingual, and globally competent. Our school will close the gaps of academic achievement and support the local community in their efforts to preserve and revitalize at-risk cultural assets by offering an innovative, research-based French immersion education to students. École Saint-Landry is inspired by our past, empowered by our identity, and prepared for our future.

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	Date
Principal Supervisor	Date

CONTACT INFORMATION

School-wide School Improvement Chairperson: _____

School-wide School Improvement Committee Members

(Representatives should include Administrators, Parents (*cannot be employees of the school*), Community Members, Teachers, Students, School Staff, etc.)

It is highly recommended that more than one parent is part of the committee. This will help to ensure that at least one parent is at each meeting.

Name	Position
Lindsay Smythe	Principal/Chairperson
Sarah Savoy	Parent Liaison
Connie Bowen	ELA Teacher/SPED Teacher
Wendy Thibodeaux	ELA Teacher
Shelly David	ELA Teacher/SPED Teacher
Sandrine Pouzache	Kindergarten Immersion
Ibrahima Sarr	Kindergarten Immersion
Emilie Bonnot	Kindergarten Immersion
Sylvie Collodel	1st Grade Immersion
Yaelle Pecher	1st Grade Immersion

Florence Crespo	1st Grade Immersion
Lainey Pickett	2nd Grade Immersion
Adil Baskar	2nd Grade Immersion
Kirby Jambon	3rd Grade Immersion
Katie Bergeron	Parent
Makayelin Hayes	Parent
Mary Brower	Parent
Dena Robin	Parent
Kendra McKinney	Parent
Kathe Managan	Parent
Jessica Rabalais	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

School Partnerships (Type the name of each partner in the spaces provided)	
University	University of Louisiana - Lafayette, Université Sainte-Anne, Tulane
Technical Institute	
Feeder School(s)	All Head Start Centers and All PK, K public schools in SLP
Community	Town of Sunset, Moncus Park, St. Luc French Immersion Campus, Sunset Library, Sunset Mardi Gras Assn.
Business/Industry	SchoolMint, The Woman’s Foundation, Harps
Private Grants	Schumacher Family Foundation, La Fondation Louisiane, Louisiana Consortium of Immersion Schools, Franco-American Benevolent Society
Other	

FACULTY ASSURANCE 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 	<ul style="list-style-type: none"> Demographics
<i>Students</i>	<ul style="list-style-type: none"> LEAP 2025 ACT/WorkKeys DIBELS 8 DRDP-K iREADY Diagnostics 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
<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) 	<ul style="list-style-type: none"> Demographics

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

Comprehensive Needs Assessment

SY 2023 - 2024 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. Phonemic Awareness	DIBELS 8
2. High Frequency Words	DIBELS 8
3. Expressing Mathematical Reasoning	IXL
4. Modeling and Application	IXL
5. Community Involvement	Attendance Rates (school participation), Parent Interviews

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: Highly Qualified/Effective Teachers	
Instrument(s): Teacher certificates, Walkthroughs, Classrooms Observations	
Data Type: 1. Archival 2. Behavioral 3. Behavioral	Findings 1. 100% of full time teaching staff is certified in their teaching areas 2. Teachers are knowledgeable of curriculum and good teaching practices 3. 100% of teachers scored Effective Proficient and above during 22-23 school year
Contributing Factor #2: TIER 1 Curriculum	
Instrument(s): Open Up, Bayou Bridges, PhD Science, Eureka Math. Sites: IXL, Happy Number, DIBELS Progress Monitoring,	
Data Type: 1. Archival 2. Attitudinal 3. Behavioral	Findings 1.All major subjects use Tier 1 Curriculum 2. Immersion teachers are overwhelmingly happy with the French translations of the curriculums. 3. With the exception of Bayou Bridges, teachers report student satisfaction
Contributing Factor #3: Community & Family Connections	
Instrument(s): Parent Participation numbers, Parent Interviews, Parent/Community Surveys	
Data Type: 1. Behavioral 2. Attitudinal 3. Attitudinal	Findings 1. High parent/guardian participation in 22-23 activities, 23-24 Open House and GP day 2. Positive feedback about parent/guardian feelings toward/student comfort at the school 3. Generally favorable (95% and above) views of the school in BOY survey

Comprehensive Needs Assessment

SY 2023 - 2024 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. Kinder letter recognition	DIBELS 8
2. Math fractions	Happy Numbers
3. ELA – Vocabulary	IXL
4. Math – Measurement and Data	IXL
5. SEL – Discipline	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: Lack of exposure to rich vocabulary outside of school	
Instrument(s): IXL, Headsprout	
Data Type: 1. Behavioral 2. Attitudinal 3. Archival	Findings 1. Limited vocabulary exposure at home. 2. Reading is not valued/enjoyed by many students. 3. Low grades on report cards
Contributing Factor #2: Lack of background knowledge	
Instrument(s): IXL, DIBELS Maze	
Data Type: 1. Behavioral 2. Attitudinal 3. Archival	Findings 1. Lack of exposure to literature in homes. 2. Learning is not valued by families 3. Lack of scientific reasoning skills
Contributing Factor #3: Lack of comprehension	
Instrument(s): IXL, DIBELS Maze	
Data Type: 1. Behavioral 2. Attitudinal 3. Cognitive	Findings 1. Low engagement and literacy skills 2. Limited interest in some subject matter 3. Weak analytical skills

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:	<input type="checkbox"/> Data-Driven Decision Making	<input type="checkbox"/> Response to Intervention	<input type="checkbox"/> Job-Embedded PD	<input type="checkbox"/> Technology Integration
				<input type="checkbox"/> Other:

CORE ACADEMICS - ELA & FLA	Tier 1 Resources:	Open Up Resources/EL Education: English Language Arts Curriculum Renaissance Learning/Lalilo: French Language Arts	
<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development
Historical Data Trends:			
School Year	2020 – 2021 LEAP 2025	2021 – 2022 LEAP 2025	2022 – 2023 LEAP 2025
ELA Trends	n/a	n/a	n/a
Subgroup Trends			
<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)	To improve students' ability to demonstrate reading comprehension with an emphasis on vocabulary and literary text.		
LADOE Target(s)/Standard(s):	Increase student proficiency on the DIBELS screening from from: 45% to 53% in 3th grade The average proficiency of all students will increase from 36% to 43%.		

<p>SMARTER Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):</p>	<p>Students will achieve $\geq 100\%$ of their typical growth target from Diagnostic 1 to Diagnostic 3.</p>
<p>Benchmark Goals:</p>	<p style="text-align: center;">BOY Benchmark Goal</p>
	<ul style="list-style-type: none"> • Use data from IXL 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. • Use IXL to assist students in reaching their personalized achievement goals and emphasize areas of refinement through lessons as part of the Tier 1 curriculum.
	<p style="text-align: center;">MOY Benchmark Goal</p>
	<p>Use IXL data to individualize instruction for students who scored below grade-level on any standard and emphasize areas of refinement through lessons as part of the Tier I curriculum. • Actualize $\geq 50\%$ of the typical growth target.</p>
	<p style="text-align: center;">EOY Benchmark Goal</p> <ul style="list-style-type: none"> • Use the iReady/LEAP 2025 linking study to determine how students might score on the LEAP 2025 Spring 2024 assessment and emphasize areas of refinement through lessons as part of the Tier I curriculum. • Actualize $\geq 100\%$ of the typical growth
<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: Vacancies have been filled, and the master schedule allows content-level planning. We have two ELA Instructional Specialists who support teachers with the implementation of the Tier I curriculum. Additionally, we have hired a certified part-time ELA teacher to work with the identified intervention groups throughout the school year. We have assigned the Lead ELA teacher to monitor Accelerated Reader progress and print reports to bring to ILT meetings. Learning Beyond the Bell will be utilized to extend the learning of those students identified as needing additional</p>	

support. Gains have been made since the implementation of the Tier I curriculum as evidenced by iReady learning walks and school-level formal and informal observations by ILT, iReady PD specialists, and ELA instructional specialists. We will leverage the specialists to continue improving the implementation of the Tier I curriculum. ILT will use assessment data to monitor the success of SMART goals. ILT will also monitor growth during walk-throughs as evidenced by Bullseye Education. ILT will use this data to provide focus for PLCs. iReady specialists will continue to provide school-level support and coaching at least three times a year. The instructional specialists will also monitor the effective use of the CER strategy. This will be monitored and evaluated on students' culminating writing tasks for each unit.

ANALYSIS

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

School's Priority: Engaging students in reading, speaking, listening, and writing in every class every day. Ensuring that students achieve at a minimum their target growth target and preferably their stretch growth target by the EOY so that students are ready for success when they transition to high school. All classes (schoolwide) are using the CER strategy.

Student Learning Problem: IXL data indicates that students are struggling with reading literary and informational texts and in written expression.

Root Cause & Supporting Data: Students teachers reported that their skills blocks often overshadowed the knowledge block because they wanted to ensure the student could read before working on comprehension, and though reading skills did show vast improvement, it's clear why they're struggling with comprehension and written expression.

Student Impact (Measurable Impact): More than 50% of students performed "Weak" in reading informational and literary texts and written expression as evidenced on the IXL assessment. All students will receive grade-level Tier 1 instruction. Additionally, interventions will be on grade level with below grade-level scaffolds for just-in-time supports (acceleration) measured by observation and review of annotated lesson as well as improved student outcomes as noted in student work analysis.

Educator Professional Learning Needs: Job-embedded professional development (instructional specialists) on assessment guidance, engaging students through rigor (questioning and discussion, and CER), analyzing student work, progress monitoring, and response to intervention. Master Schedule provides content collaboration time and PLCs.

	<p>Students will complete weekly French guided reading and literacy skill assistance with Lalilo in grades K-2.</p> <p>Students will complete an EOY French language evaluation with STAMP. This will allow us to have an official French level for each of our students</p>	<p>FLA teachers</p> <p>FLA teachers</p>		<ul style="list-style-type: none"> • Students reaching at least early-on grade-level on Lalilo and STAMP • Student writing samples <p>Principal Walkthroughs Lesson Plans Collected each week Core subject grades given per 9 weeks</p>	<p>\$2400: Lailo \$2240.10 Stamp</p>
<p>Cultural/ Behavioral</p>	<p>Schoolwide CER (Claim, Evidence, Reasoning) in every class every day</p> <p>Wall displays and anchor charts with CER info displayed</p> <p>Principal, teachers, and staff will encourage parental involvement through various school activities and</p>	<p>Administrators, All teachers</p>	<p>August 2023 – May 2024</p>	<ul style="list-style-type: none"> • Student writing samples brought to PLCs, lesson plans that demonstrate planning for daily CER • AR Reports to gauge comprehension levels and growth 	<ul style="list-style-type: none"> • N/A

	<p>dissemination of information.</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 assessments in reading, iReady performance when applicable and other grade level progress.</p> <p>Teachers will prepare and provide parents and students with laminated resources (folders, reusable charts/graphs, etc.) in which students and parents can practice and review coursework at home.</p>			<p>Parent sign in sheets for school events.</p>	
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	<p>Provide parents with activation information for the JCampus parent portal to access and stay informed of student progress.</p> <p>Principal and staff will conduct annual meetings updating parents of the status of school improvement & goals for continuous improvement for the current year.</p>				
<p>Operational</p>	<p>PLCs (weekly) and job-embedded professional development (monthly) focused on student engagement, formative assessment, student work analysis, effective implementation of Tier I curriculum</p>	<p>ILT, ELA Teachers,</p>		<p>Increased student engagement evidenced during walkthroughs, student work samples that indicate increased understanding, lesson annotation, PLC tool completion (weekly), sign-in sheets/agendas for monthly PD</p>	

<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: DRDP-K, DIBELS 8, Assessments Embedded in CKLA, iReady Diagnostics 3rd-5th: DIBELS 8, Louisiana Guidebooks, iReady Diagnostics 6th -8th: Assessments Embedded in Louisiana Guidebooks and iReady Diagnostics High School: Assessments Embedded in Louisiana Guidebooks and Savvas My Perspective, LEAP 360 Interims</p>											
<p>CORE ACADEMICS - MATH</p>		<p>Tier 1 Resources:</p>		<p>DELETE INFO THAT DOES NOT APPLY Eureka IXL Happy Numbers</p>							
<input type="checkbox"/> Student Achievement		<input type="checkbox"/> Exemplary Customer Service		<input type="checkbox"/> Operational Excellence		<input type="checkbox"/> Employee Development					
<p><u>ACTION STEPS</u></p> <p>Actions Steps & Progress Indicators</p>											
<p><i>Strategies to address Root Cause</i> (Choose at least one to action plan)</p>		<p><i>Specific Activities</i></p>		<p><i>Person(s) Responsible</i></p>		<p><i>Timeline</i></p>		<p><i>Progress Indicators</i></p>		<p><i>Materials/Resources</i> <i>Funding Source and Cost</i></p>	
<p>Instructional</p>				<p>Math Teachers, Administrators, ILT members</p>		<p>August 2023-May 2024</p>		<p>Students reaching at least early-on grade-level on Happy Numbers benchmarks and reaching grade level skills by EOY.</p>		<p>Happy Numbers subscription: \$580 IXL: \$5514.00</p>	

Cultural/ Behavioral	Schoolwide CER (Claim, Evidence, Reasoning) in every class every day	Administrators, All teachers	August 2023 – May 2024	<ul style="list-style-type: none"> • Writing in all subject areas will be assessed using the CER rubric. Headsprout Reports to gauge comprehension levels and growth	
Operational	PLCs (weekly) and job-embedded professional development (monthly) focused on student engagement, formative assessment, student work analysis, effective implementation of Tier I curriculum Happy Numbers benchmarking	ILT, Math Teachers, Math Instructional Specialists, and iReady PD specialist K-3 Math Teachers	August 2023-May 2024	Increased student engagement evidenced during walkthroughs as evidenced in Bullseye, student work samples that indicate increased understanding, lesson annotation, PLC tool completion (weekly), sign-in sheets/ agendas for monthly PD Data to be gathered to provide math interventions to targeted students.	PLCs (weekly) and job-embedded professional development (monthly) focused on student engagement, formative assessment, student work analysis, effective implementation of Tier I curriculum

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-3 Assessments Embedded in Eureka

CORE ACADEMICS - SCIENCE		Tier 1 Resources:	DELETE INFO THAT DOES NOT APPLY Tier 1 Resources: K – 8: PhD Science	
<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development	
Historical Data Trends:				
School Year	2020 – 2021 LEAP 2025	2021 – 2022 LEAP 2025	2022 – 2023 LEAP 2025	
Science Trends	n/a	N/a	N/a	
Subgroup Trends				
<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 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)		To improve student knowledge and understanding of scientific concepts and build student capacity with science practice standards by grade level as defined by the LEAP 2025 Assessment Guidance.		
LADOE Target(s)/Standard(s):		Increase students scoring basic and above on the Science portion of the IXL science portions: 33% to 40% in 3rd grade		

<p>SMARTER Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):</p>	<p>To produce a 7% increase in real-time diagnostic for science.</p>
<p>Benchmark Goals:</p>	<p style="text-align: center;">BOY Benchmark Goal</p>
	<p>Use grades on weekly tests and unit exams to track understanding.</p>
	<p style="text-align: center;">MOY Benchmark Goal</p>
	<p>• Use 1st and 2nd 9-week grades to monitor progress of learning. Use grades on weekly tests and unit exams to track understanding.</p>
	<p style="text-align: center;">EOY Benchmark Goal</p>
<p>• Use IXL EOY data to help predict how students might score on the LEAP 2025 assessment and emphasize areas of refinement through lessons as part of the Tier I curriculum. • Actualize satisfactory grades .</p>	
<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: Admin will support teachers with the implementation of the Tier I curriculum. RTI will be utilized to extend the learning of those students identified as needing additional math support. Gains have been made since the implementation of the Tier I curriculum as evidenced by Ph.D Science learning walks and school-level formal and informal observations ILT and admin. ILT will use assessment data to monitor the success of SMARTER goals. ILT will also monitor growth during walk-throughs as evidenced by . ILT will use this data to provide focus for PLCs.</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: Ensuring that students achieve at a minimum their target growth target and preferably their stretch growth target by EOY so that students are ready for success when they transition to middle school.

Student Learning Problem: IXL data indicates that students are weak in the area of application problems of all types (I, II, & III). The continued and consistent use of Three Read Protocol will assist with problem solving skills.

Root Cause & Supporting Data: Lack of Fundamental Knowledge: Students have gaps in their basic science understanding and weak grasps of key concepts. This may be from French-English translation issues. Critical thinking and problem solving are additional struggles.

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

Educator Professional Learning Needs: Job-embedded Professional Development, Support with Science Pacing, Master Schedule that provides content collaboration time and PLCs.

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	Focused instruction in all grade levels on: Teachers will utilize supplemental digital resources to provide extra support in Science.	Science teachers, RTI teachers	August 2023 - May 2024	<ul style="list-style-type: none"> • Weekly test and unit exams • Student writing samples 	

<p>Cultural/ Behavioral</p>	<p>Schoolwide CER (Claim, Evidence, Reasoning) in every class every day</p>	<p>Administrators, All teachers</p>	<p>August 2023 – May 2024</p>	<p>• Writing in all subject areas will be assessed using the CER rubric.</p> <p>Headsprout Reports to gauge comprehension levels and growth</p>	
<p>Operational</p>	<p>PLCs (weekly) and job-embedded professional development (monthly) focused on student engagement, formative assessment, student work analysis, effective implementation of Tier I curriculum</p>	<p>ILT, Science Teachers, ILT, and and PhD Science specialist</p>		<p>Increased student engagement evidenced during walkthroughs as evidenced in observations, student work samples that indicate increased understanding, lesson annotation, PLC tool completion (weekly), sign-in sheets/agendas for monthly PD</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):
 Grades K – 8 Embedded Assessments in Amplify Science

CORE ACADEMICS – SOCIAL STUDIES		Tier 1 Resources:		DELETE INFO THAT DOES NOT APPLY Tier 1 Resources: None K – 2 Studies Weekly (French translations) 3: Bayou Bridges	
<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development		
Historical Data Trends:					
School Year	2020 – 2021 LEAP 2025	2021 – 2022 LEAP 2025	2022 – 2023 LEAP 2025		
Social Studies Trends	n/a	n/a	n/a		
Subgroup Trends					
<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 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)	Civics				
LADOE Target(s)/Standard(s):	Increase students scoring basic and above on the Social Studies portion of IXL from 37% to 42% in 3rd grade				
SMART E Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):	To produce a 7% decrease in students scoring below grade level and a 7% increase in students scoring at or above grade level on the EOY IXL benchmark.				

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 1st and 2nd 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 IXL to predict how students might score on the LEAP 2025 Spring 2024 assessment and emphasize areas of refinement through lessons as part of the Tier I curriculum. • Actualize satisfactory grades
<u>AFFIRMATION</u>	
<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: Admin will support teachers with the implementation of the Tier I curriculum. RTI will be utilized to extend the learning of those students identified as needing additional math support. Gains have been made since the implementation of the Tier I curriculum as evidenced by Bayou Bridges learning walks and school-level formal and informal observations ILT and admin. ILT will use assessment data to monitor the success of SMARTE goals. ILT will also monitor growth during walk-throughs as evidenced by . ILT will use this data to provide focus for PLCs.</p>	
<u>ANALYSIS</u>	
<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: Ensuring that students achieve at a minimum their target growth target and preferably their stretch growth target by EOY so that students are ready for 4th grade.

Student Learning Problem: IXL data indicates that students are weak in the area of application problems of all types (I, II, & III). The continued and consistent use of Three Read Protocol will assist with problem solving skills.

Root Cause & Supporting Data: Students who are weak in reading comprehension are also weak in social studies reading comprehension.

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

Educator Professional Learning Needs: Job-embedded Professional Development, Support with SS pacing, Master Schedule that provides content collaboration time and PLCs.

ACTION STEPS
Actions Steps & Progress Indicators

<i>Strategies to address Root Cause</i> <i>(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: Teachers will utilize supplemental digital resources to provide extra support in Science.	Social studies teachers, part-time interventionist	August 2023 - May 2024	<ul style="list-style-type: none"> • Weekly test and unit exams • Student writing samples 	

<p>Cultural/ Behavioral</p>	<p>Schoolwide CER (Claim, Evidence, Reasoning) in every class every day • Schoolwide Accelerated Reader</p>	<p>Administrators, All teachers</p>	<p>August 2023 – May 2024</p>	<p>• Writing in all subject areas will be assessed using the CER rubric. Headsprout Reports to gauge comprehension levels and growth</p>	
<p>Operational</p>	<p>PLCs (weekly) and job-embedded professional development (monthly) focused on student engagement, formative assessment, student work analysis, effective implementation of Tier I curriculum</p>	<p>ILT, Science Teachers, Science Instructional Specialists, and Amplify PD specialist</p>		<p>Increased student engagement evidenced during walkthroughs as evidenced in observations, student work samples that indicate increased understanding, lesson annotation, PLC tool completion (weekly), sign-in sheets/agendas for monthly PD</p>	

DELETE INFO THAT DOES NOT APPLY.

Include assessment frequency in parenthesis behind each assessment.

Assessments Grade 3 IXL Social Studies

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:		
<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development
Historical Data Trends:			
School Year	2020 – 2021	2021 – 2022	2022 – 2023
Trends			
Subgroup Trends			
<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 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)			
LADOE Target(s)/Standard(s):			
SMARTER Goal (Specific, Measurable, Attainable, Realistic, Time-bound, and Equitable):			

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"> • • • 				

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

<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> 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
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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 ... 	Lindsay Smythe	August 2023 - May 2024		
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<ul style="list-style-type: none"> ● SEL (What professional development is needed to ensure faculty members are able to implement the MTSS plan?) <ul style="list-style-type: none"> ● SEL ● Academics ● Behavior ● Non-Core Academics 				
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MULTI-TIERED SYSTEM OF SUPPORT

<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development
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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	Teachers 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	Cafeteria and hallway misbehavior are topics we will focus on to ensure that students are following the rules. We will ensure that students understand and practice the expected behaviors. Teachers

			will monitor, correct, and reward as needed.
R	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 our students to understand the importance of PBIS. Student misbehavior will decrease and student learning will increase.
T	<ul style="list-style-type: none"> • By the end of the first nine weeks, teachers will begin the scope and sequence for SEL instruction. • Teachers 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 hope to create an inclusive environment where all students feel welcomed.	I	All students will be part of PBIS. By focusing on PBIS, we will increase student learning and decrease major infractions.
E	Developing SEL skills in students will strengthen their leadership skills and empower them to be 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 2023-24 school year, we will focus on ensuring that every student will receive weekly SEL instruction.		Goal Statement: During the 2023-24 school year, the school-wide suspension/expulsion rate will decrease from 7% to 4%.	

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	

i-MPACT Leadership Development for Teens Curriculum Curricular resources Classroom instructional strategies	PBIS - School-wide behavior expectations SEL Screening - Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE)
Tier II	
Small Group (Targeted Assistance) i-MPACT Leadership Development for Teens Handbook (Middle & High)	Check-in/Check-out Relationship Agreements Help/Hinder Keep Start Stop
Tier III	
Individual or small group to address individual needs i-MPACT Leadership Development for Teens Handbook (Middle & High) Check-ins (Counselors 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?

Scheduling

Mandatory:

What is the designated time for Explicit SEL Instruction?

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

Planning for the Future:

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

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	Always walk Keep hands and items to yourself Always sit correctly	Speak respectfully to others Respect others' space Use low voices Listen while others speak	Be on time Be prepared by having all materials Do your best Be sure to complete work
Hallway	Always walk Keeps hands and items to yourself Walk on the correct side Keep eyes forward	Remain quiet Respect others' space Be respectful of wall art	Follow all expectations Report any problems Help others in need
Cafeteria	Always walk Keeps hands and items to yourself Hold tray correctly Always sit correctly	Remain quiet Respect others' space Keep hand to yourself	Bring your ID every day Use one pump of soap Only pull 2 paper towels Be sure to place all trash in can
Restroom	Always walk Keeps hands and items to yourself Walk on the correct side Keep eyes forward	Remain quiet Respect others' space Keep hand to yourself	Flush toilets Use soap to wash hands Only pull 2 paper towels Report any problems Help others in need
Bus	Always walk to board bus Keep hands and items to yourself Always sit correctly	Use low voices to hear Remain in your seat Keep items in your book bag	Obey the bus driver Follow directions and rules Be on time for bus Be alert for your stop
Arrival/ Dismissal	Always walk Keep hands and items to yourself Always sit correctly	Use low voices to hear Remain in your seat Keep items in your book bag	Listen to teachers Follow directions Be on time in your spot Be alert and listen for your name

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

PBIS Kickoff week - students practice rules each day.

PBIS posters in the hallway.

Teachers/staff pass out Pawsome Bucks to students following expectations.

PARENT AND FAMILY ENGAGEMENT

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

<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> 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: Klassly/Klassroom - communication Family literacy night, Family math night, French BINGO event, Donuts with Mme Lindsay, Grandparents Lunch, Dad's Breakfast	Lindsay Smythe Sarah Savoy	23-24 school year	236 euros subscription \$600 rental \$164.38 supplies	Found in folders
MTSS Parent and Family Engagement:				

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				
Academic Programs & Interventions				
SEL & Behavior Interventions				
Community Involvement How are you going to foster community partnerships to assist with your MTSS Plan? <i>Please list below.</i>				

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.

<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence		<input type="checkbox"/> Employee Development
Action Steps	Persons Responsible	Target Date(s)/Timeline	Materials/Resources Funding Source(s) and Cost	Documentation

Support current teachers who are not certified in their content areas with academics, curriculum, classroom management issues.	Administrators, mentor teachers, Instructional specialists, peer teachers.			
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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

<input type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence		<input type="checkbox"/> Employee Development
Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation

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>

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