



The **FOUR** Cs

# East Baton Rouge Parish School System School Improvement Plan Highland Elementary School

Pre-K - 5

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## 2023 - 2024

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## District Assurance

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- 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
Executive Director	Date



## 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

## East Baton Rouge Parish School System’s Strategic Plan

### Mission

Inspiring humanity through transformational learning in the classroom and in the community.

### Vision

The East Baton Rouge Parish School System will be the cornerstone of the community as a premier educational institution by inspiring, cultivating, and producing a modern workforce prepared to create a robust and thriving economy.

### Cornerstones

- **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.

Data Portfolio: Component 1

## Data Types

The types of data in the table should make up the Data Portfolio housed at the school.

	<b>Data Types</b>			
<b>Stakeholder</b>	<b>Cognitive</b>	<b>Attitudinal</b>	<b>Behavioral</b>	<b>Archival/Contextual</b>
<i>Administrators</i>		<ul style="list-style-type: none"> <li>● Administrator Interviews</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance Rate</li> </ul>	<ul style="list-style-type: none"> <li>● Demographics</li> </ul>
<i>Teachers</i>		<ul style="list-style-type: none"> <li>● Teacher Focus Groups</li> <li>● Teacher Surveys</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Observations</li> <li>● Walkthroughs</li> <li>● Attendance Rate</li> </ul>	<ul style="list-style-type: none"> <li>● Demographics</li> </ul>
<i>Students</i>	<ul style="list-style-type: none"> <li>● LEAP 2025</li> <li>● DIBELS</li> <li>● ANET Assessments</li> <li>● Benchmark Assessments</li> <li>● STAR</li> <li>● DRDP-K</li> </ul>	<ul style="list-style-type: none"> <li>● Student Surveys</li> <li>● Student Focus Groups</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Observations</li> <li>● Walkthroughs</li> <li>● Discipline Rates</li> <li>● Attendance Rates</li> </ul>	<ul style="list-style-type: none"> <li>● School Report Cards</li> <li>● Demographics</li> <li>● Subgroup Components</li> </ul>
<i>Parents</i>		<ul style="list-style-type: none"> <li>● Parent Survey</li> <li>● Parent Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance Rates (school participation)</li> </ul>	<ul style="list-style-type: none"> <li>● Demographics</li> </ul>

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

**Comprehensive Needs Assessment  
SY 2023 - 2024 Schoolwide Planning**

- Strengths and Weaknesses are derived from cognitive student data: the “**what.**” Strengths and 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.

**Part 1: STRENGTHS**

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	School Performance Score increased by 0.7%	LDOE School Report Card
2.	4th Grade Math (57% proficiency)	2023 Spring LEAP Assessment
3.	DIBELS (K-3) increase of 12%	2023 DIBELS EOY Assessment

**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:	
<b>Instrument(s):</b> Classroom Observations, 2022-2023 State Assessment Data, staff survey	
<b>Data Type:</b> 1. Cognitive 2. Behavioral 3. Attitudinal	<b>Findings</b> 1. According to 2022-2023 District Staff Survey, 83% of teachers feel that instructional strategies and interventions are personalized to address the individual learning needs of students. 2. According to observations, 100% of teachers utilize tier 1 curriculum to provide rigor and relevance in accordance with the Louisiana State Standards. 3. According to 2022-2023 LEAP Data, 67% of 4th grade students scored moderate or strong on expressing mathematical reasoning component of the Math assessment.



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<b>Contributing Factor:</b>	
<b>Instrument(s):</b>	
<b>Data Type:</b>	<b>Findings</b>

<b>Contributing Factor:</b>	
<b>Instrument(s):</b>	
<b>Data Type:</b>	<b>Findings</b>

\*Must list at least three findings to justify a Contributing Factor.

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**Part 2: WEAKNESSES**

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	3rd Grade ELA (30% proficiency)	2023 Spring LEAP Assessment Data
2.	3rd Grade Science (20% proficiency)	2023 Spring LEAP Assessment Data
3.	4th Grade Social Studies (24% proficiency)	2023 Spring LEAP Assessment Data

**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 data of the previously identified weaknesses:

Contributing Factor:	
<b>Instrument(s):</b> 22-23 State Assessment Data, Classroom Observations, 21-22 Academic Audit	
<b>Data Type:</b> 1. Cognitive 2. Behavioral 3. Attitudinal	<b>Findings</b> 1. According to 2022 LEAP data, 61% of 3rd-5th grade students were Weak on the Writing Performance component of the test. 2. During classroom observations, administrative staff noted lack of differentiation in teaching writing. 3. Results from the academic audit revealed limited use of exposure to high quality writing for students.

Contributing Factor:	
<b>Instrument(s):</b> JCampus reports, Staff Survey	
<b>Data Type:</b> 1. Archival 2. Archival 3. Attitudinal	<b>Findings</b> 1. According to enrollment statistics, the student population increased from 282 at the beginning of the 22-23 school year to 285 at the end of the year. 2. According to enrollment statistics, the ELL population has a total of 101 students enrolled. 3. According to the District Survey, 20% of the staff believe that school personnel could more regularly engage families in their children’s learning progress.

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<b>Contributing Factor:</b>	
<b>Instrument(s):</b>	
<b>Data Type:</b> 1. 2. 3.	<b>Findings</b> 1. 2. 3.

\*Must list at least three findings to justify a Contributing Factor.

## Action Plan

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

**ESSA Schoolwide Plan Requirements 2 and 3**

<b>Core Academics: <i>ELA, Math, Science, Social Studies</i></b>						
<b>Weaknesses:</b>	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>  Social Studies - Only 28% of students scored proficient (Basic and above) on the 2022-2023 LEAP Assessment. 3rd Grade - 28% of students scored proficient 4th Grade - 24% of students scored proficient 5th Grade - 32% of students scored proficient					
<b>Objectives:</b>	To increase 3rd grade students who scored proficient from 28% (SY 22-23) to 48% (SY 23-24). To increase 4th grade students who scored proficient from 24% (SY 22-23) to 40% (SY 23-24). To increase 5th grade students who scored proficient from 32% (SY 22-23) to 48% (SY 23-24).					
<b>Evidence-Based Strategies:</b>	<input checked="" type="checkbox"/> Data-Driven Decision Making	<input checked="" type="checkbox"/> Response to Intervention	<input checked="" type="checkbox"/> Job-Embedded PD	<input checked="" type="checkbox"/> Technology Integration	<input type="checkbox"/> Other:	

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<b>CORE ACADEMICS - ELA</b>	Pre-K: <b>Big Day</b> K -2: <b>Expeditionary Learning (EL)</b> 3 <sup>rd</sup> – 5 <sup>th</sup> : <b>Louisiana Guidebooks</b>
	<b>Tier 1 Resources :</b> <b>Skills Block:</b> 60 minutes of foundational skills (K-2) <b>Small Group:</b> 30 minutes of small group instruction (3-5)

<input checked="" type="checkbox"/> <b>Student Achievement</b>	<input type="checkbox"/> <b>Exemplary Customer Service</b>	<input type="checkbox"/> <b>Operational Excellence</b>	<input type="checkbox"/> <b>Employee Development</b>
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**Historical Data Trends:**

School Year	19-20 LEAP	20-21 LEAP	21-22 LEAP	22-23 LEAP	21-22 ANet	22-23 ANet
<b>ELA Trends</b>		3rd - 39% 4th - 49%	46% 3rd - 36% 4th - 56% 5th - 45%	42% 3rd - 30% 4th - 46% 5th - 51%	41% 3rd - 30% 4th - 47% 5th - 44%	33% 3rd - 25% 4th - 32% 5th - 45%
<b>Subgroup Trends</b>			African American 57% Hispanic 33% White 83%	African American 50% Hispanic 28% White 100% Asian 100%	African American 44% Hispanic 36%	African American 39% Hispanic 26% White 48%

**District Literacy Plan**  
**Highland Elementary Literacy Plan**

**Pre-Kindergarten Literacy EOY Data**

	Skill Objective	% Below Expectations	% Meeting Expectations	% Exceeding Expectations
	<b>Objective 15</b> Demonstrates phonological		100%	0%

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<b>Literacy</b>  <b>Measure: PK TS GOLD</b>	awareness, phonics skills, and word recognition <i>(rhyming, initial sounds, phoneme segmentation)</i>			
	<b>Objective 16</b> Demonstrates knowledge of the alphabet <i>(naming letters &amp; letter sounds)</i>	6%	94%	0%
	<b>Objective 17</b> Demonstrates knowledge of print and its uses. <i>(uses and appreciates books and other texts &amp; uses print concepts)</i>	18%	82%	0%
	<b>Objective 18</b> Comprehends and responds to books and other texts <i>(interacts during reading experiences, book conversations, and text reflections, uses emergent reading skills, retelling, uses context clues, and reads fluently)</i>			
	<b>Objective 19</b> Demonstrates writing skills <i>(writes name, writes to convey meaning, and writes using conventions)</i>			

**K-3 Literacy EOY Data (in %)**

	<b>Grade Level</b>	<b>Well Below Benchmark</b>	<b>Below Benchmark</b>	<b>Benchmark</b>	<b>Above Benchmark</b>
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<b>DIBELS</b>	<b>Grade K</b>	<b>11%</b>	<b>13%</b>	<b>37%</b>	<b>39%</b>
	<b>Grade 1</b>	<b>27%</b>	<b>21%</b>	<b>35%</b>	<b>17%</b>
	<b>Grade 2</b>	<b>49%</b>	<b>13%</b>	<b>23%</b>	<b>15%</b>
	<b>Grade 3</b>	<b>64%</b>	<b>12%</b>	<b>8%</b>	<b>16%</b>

**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)**

**3rd Grade**

**RI.3.1 - 29%**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL.3.1 - 21%**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL.3.3 - 26%**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**4th Grade**

**RI.4.5 - 29%**

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**5th Grade**

**RL.5.1 - 23%**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL.5.6 - 28%**

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	<p>Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p><b>RL.5.9 - 29%</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><b>RI.5.4 - 10%</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>RI.5.2 - 18%</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.1 - 23%</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Based on the data above, the focus area for each grade level is: 3rd Grade</p> <ul style="list-style-type: none"> <li>• asking and answering questions and describing characters.</li> </ul> <p>4th Grade</p> <ul style="list-style-type: none"> <li>• describing structure of events and ideas (e.g. chronological order/compare and contrast).</li> </ul> <p>5th Grade</p> <ul style="list-style-type: none"> <li>• quoting from the text, comparing and contrasting, context clues in informational text, main idea</li> </ul>
<b>LADOE Target:</b>	Students in grades 3rd-5th will show a 3% growth on each interim assessment (a total of at least 6% growth for the year) in proficiency for the 2022-2023 school year.
<b>SMART E Goal:</b>	<p><b>ANet:</b> Students in grades 3rd-5th will show at least a 6% increase in mastery of grade-level standards assessed by the end of the 3rd ANet interim assessment with a focus on citing textual evidence and writing. <a href="#">3rd/4th/5th</a></p> <p><b>LEAP 2025:</b> Students in grades 3rd - 5th will show at least a 3% increase in mastery of grade level standards by scoring proficient (Basic and above) on the LEAP 2025 assessment.</p>
<b>Benchmark Goals:</b>	<p style="text-align: center;"><b>Q1 Benchmark Goal</b></p> <p>The average score on ELA ANET Interim 1 is 29%.</p>



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	Individual grade levels averaged: 3rd grade 20% 4th grade 28% 5th grade 42%
	<b>Q2 Benchmark Goal</b>
	The average score on English ANet Interim I is 29%. The goal for English ANet Interim II is an average score of 32%. Goals for individual grade levels are : 3rd grade 23% 4th grade 31% 5th grade 45%
	<b>Q3 Benchmark Goal</b>
	The average score on English ANet Interim II is 36%. The goal for English ANet Interim III is an average score of 39%. Goals for individual grade levels are : 3rd grade 28% 4th grade 36% 5th grade 48%
	<b>Q4 Benchmark Goal</b>
	By May 2023, 49% of students will attain proficiency (Basic or above) on the ELA Component of the LEAP Assessment.

<b><u>ACTION STEPS</u></b> <b>Actions Steps &amp; Progress Indicators</b>					
<i>Strategies to address Root Cause (Choose at least one to action plan)</i>	<i>Specific Activities</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Indicators</i>	<i>Funding Source and Cost</i>
<b>Instructional</b>	During weekly GLM meetings, collaboration on strategically planning to focus on text analysis and citation question types that	Leadership team, teachers, ancillary push-ins, Literacy and math coach	September-May, 2024	CFAs reviewed during PLCs	

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	are placed on CFAs.			Assessments reviewed during GLMs	
<b>mCLASS Intervention</b>	Students receive foundational skills intervention, daily.	core teachers, literacy coach, ancillary	August 2023-May 2024	Progress monitoring	
<b>Cultural/ Behavioral</b>					
<b>Operational</b>					

**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):

Pre-K: TS GOLD (Fall, Winter, Spring), Assessments Embedded in BIG Day

K-2<sup>nd</sup>: DRDP-K (First 30 days of school), DIBELS (BOY, MOY, EOY), K-2 Formative Tasks, Assessments Embedded in Expeditionary Learning (EL)

3<sup>rd</sup>-5<sup>th</sup>: ANET Assessments (Fluency Screener, Interim I, II, and III), DIBELS (BOY, MOY, EOY), Assessments Embedded in Louisiana Guidebooks

**CORE ACADEMICS - Mathematics**

**Tier 1 Resource:** Eureka

Student Achievement

Exemplary Customer Service

Operational Excellence

Employee Development

**Historical Data Trends:**

School Year	18-19 LEAP	20-21 LEAP	21-22 LEAP	22-23 LEAP	21-22 ANet	22-23 ANet
<b>Math Trends</b>		% 3rd - 50% 4th -49 %	46% 3rd - 55% 4th - 49% 5th - 36%	% 3rd -42% 4th -57% 5th -45%	46% 3rd-56% 4th-45% 5th-35%	39% 3rd - 47% 4th - 33% 5th - 37%
<b>Subgroup Trends</b>			African American 40% Hispanic 48% White 83%	African American 45% Hispanic 43% White 100% Asian 100%	African American 43% Hispanic 47%	African American 41% Hispanic 36% White 55%

**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)**

**ANet:**

Increasing student achievement on the major standards that were not mastered on the ANet Interim Assessment. The standards below will be the initial focus.

**3.OA.D.8 - 27%** - Solve two-step equations using all operations, variables, and assess the reasonableness of answers.

**4.NBT.A.2 - 27%** - Read and write multi digit numbers in various forms and compare two multi-digit numbers.

**4.NF.A.2 - 29%** - Compare two fractions with different numerators and different denominators.

**5.NBT.A.3 - 6%** - Read, write, and compare decimals to thousandths.

**5.NBT.A.4 - 14%** - Use place value understanding to round decimals to any place.

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	<p><b>5.NBT.A.1 - 16%</b> - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p><b>5.NBT.A.3.a - 23%</b> - Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.</p> <p><b>5.NBT.B.5 - 27%</b> - Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>5.NF.B.6 - 28%</b> - Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><b>LEAP 2025:</b> In addition to mastering major content standards, a focus will be placed on Type I (major, additional, and supporting content) and Type II (expressing mathematical reasoning) problems as this is 81% of the state assessment.</p>
<b>LADOE Target:</b>	Students in grades 3rd-5th will show a 3% growth on each interim assessment (a total of at least 6% growth for the year) in proficiency for the 2022-2023 school year.
<b>SMARTER Goal:</b>	<p><b>ANet:</b> Students in grades 3rd-5th will show at least a 6% increase in mastery of grade-level standards assessed by the end of the 3rd ANet interim assessment with a focus on Type I and Type II questions as this is 81% of the state assessment. <a href="#">3rd/4th/5th</a></p> <p><b>LEAP 2025:</b> Students in grades 3rd - 5th will show at least a 3% increase in mastery of grade level standards by scoring proficient (Basic and above) on the LEAP 2025 assessment.</p>
<b>Benchmark Goals:</b>	<b>Q1 Benchmark Goal</b>
	<p>The average score on Math ANET Interim 1 is 38%. Individual grade levels averaged: 3rd grade 45% 4th grade 36% 5th grade 33%</p>
	<b>Q2 Benchmark Goal</b>
	<p>The average score on Math ANet Interim I is 38%. The goal for Math ANet Interim II is an average score of 41%. Goals for individual grade levels are : 3rd grade 45% 4th grade 38% 5th grade 36%</p>

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	<b>Q3 Benchmark Goal</b>
	The average score on Math ANet Interim II is 40% The goal for Math ANet Interim III is an average score of 43%. Goals for individual grade levels are : 3rd grade 48% 4th grade 41% 5th grade 39%
	<b>Q4 Benchmark Goal</b>
	By May 2023, 49% of students will attain proficiency (Basic or above) on the Math Component of the LEAP Assessment.

**ACTION STEPS**  
**Actions Steps & Progress Indicators**

<i>Strategies to address Root Cause (Choose at least one to action plan)</i>	<i>Specific Activities</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Indicators</i>	<i>Funding Source and Cost</i>
<b>Instructional</b>	During weekly GLM meetings, collaboration on strategically planning to focus on type I and type II questions that are placed on CFAs.	Leadership team, teachers, ancillary push-ins, and math coach	October-May, 2024	CFAs reviewed during PLCs  Assessments reviewed during GLMs	
<b>Cultural/ Behavioral</b>					
<b>Operational</b>					

**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):  
Pre-K: Assessments Embedded in Eureka Math

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K-2<sup>nd</sup>: Assessments Embedded in Eureka Math

3<sup>rd</sup>-5<sup>th</sup>: ANET Assessments (Diagnostic, Interim I, II, and III), Assessments Embedded in Eureka Math

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CORE ACADEMICS – Science		Tier 1 Resources: Amplify			
<input checked="" type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development		
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)		Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p><b>Instruction:</b> State standards will be implemented, as appropriate, for each core content area as outlined by the LDOE and the district. Year-long scope and sequence plans that bundle standards into units of study will be utilized to ensure content is covered for each grade level.</p> <ul style="list-style-type: none"> <li>• District Benchmark Testing/LDOE Testing: K-5th grade will be administered as pre and post-assessments for Science Content Area.</li> <li>• Common Formative Assessments will be developed and utilized by teachers at least twice a month. These will be used during data team meetings to drive instruction.</li> <li>• Unit assessments will be administered at the conclusion of each unit and the data will be analyzed to drive instruction.</li> <li>• Clever: K-5th Grade students will utilize software to help with acceleration and remediation of standards.</li> </ul>		Administration, Coaches, and all teachers	August-May 2024		Walkthroughs Feedback Coaching Plans
<p><b>Assessments</b> (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):                      Pre-K: Assessments, Formative Assessments                      K-2nd: Assessments Embedded, Formative Assessments                      3rd-5th: LEAP 360, Assessments Embedded, Formative Assessments</p>					

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<b>CORE ACADEMICS – Social Studies</b>		<b>Tier 1 Resources:</b>			
<input checked="" type="checkbox"/> <b>Student Achievement</b>	<input type="checkbox"/> <b>Exemplary Customer Service</b>	<input type="checkbox"/> <b>Operational Excellence</b>	<input type="checkbox"/> <b>Employee Development</b>		
<b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b>		<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<b>Instruction:</b> <ul style="list-style-type: none"> <li>State standards will be implemented, as appropriate, for each core content area as outlined by the LDOE and the district. Year-long scope and sequence plans that bundle standards into units of study will be utilized.</li> <li>District Benchmark Testing/LDOE Testing: K-5th grade will be administered as pre and post-assessments for Social Studies Content Area.</li> <li>Common Formative Assessments will be developed and utilized by teachers at least twice a month. These will be used during data team meetings to drive instruction.</li> <li>Clever: K-5th Grade students will utilize software to help with acceleration and remediation of standards.</li> </ul>		Administration, coaches and all teachers	August -May 2024		
<p><b>DELETE INFO THAT DOES NOT APPLY.</b>  <b>Include assessment frequency in parenthesis behind each assessment.</b></p> <p><b>Assessments</b> (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):                      Pre-K: Assessments                      K-2nd: Assessments, District Benchmark; Formative Assessments                      3rd-5th: LEAP 360, Formative Assessments</p>					



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<b>Non-CORE Academics</b>		<b>Resources:</b>			
<input checked="" type="checkbox"/> Student Achievement	<input type="checkbox"/> Exemplary Customer Service	<input type="checkbox"/> Operational Excellence	<input type="checkbox"/> Employee Development		
<b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b>		<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<b>Instruction:</b> • • • • • • •					
<p><b>DELETE INFO THAT DOES NOT APPLY.</b>                  Include assessment frequency in parenthesis behind each assessment.</p> <p><b>Assessments</b> (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency):                  Embedded Assessments in Curriculum / Resources</p>					

*This section is mandated for CIR and UIR schools, and optional for all other schools.  
 Executive Directors will provide CIR and UIR with additional guidance.*

- *Subgroups*
- *Freshman Academy*
- *ACT*
- *Pathways*
- *Graduation Rate*
- *Attendance Rate*



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<p>EBR Literacy Blueprint</p> <ul style="list-style-type: none"> <li>• Develop the technology infrastructure needed throughout the community to effectively support literacy in and out of school - EBR Literacy Blueprint</li> <li>• <b>SEL</b> (<i>What professional development is needed to ensure faculty members are able to implement the MTSS plan?</i>)             <ul style="list-style-type: none"> <li>• SEL: Support-Through Training</li> <li>• Academics                 <ul style="list-style-type: none"> <li>▪ ANet</li> <li>▪ Achieve 3000</li> <li>▪ Dreambox</li> </ul> </li> <li>• Behavior                 <ul style="list-style-type: none"> <li>▪ Insights to Behavior</li> <li>▪ NCI Training</li> </ul> </li> </ul> </li> </ul>	<p>District SEL Specialist            School Counselor            ICare Specialist            District Specialist for academics              ESS Specialist</p>			
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**MULTI-TIERED SYSTEM OF SUPPORT**

- |  |  |  |  |
|--|--|--|--|
| <input checked="" type="checkbox"/> <b>Student Achievement</b> | <input type="checkbox"/> <b>Exemplary Customer Service</b> | <input type="checkbox"/> <b>Operational Excellence</b> | <input type="checkbox"/> <b>Employee Development</b> |
|--|--|--|--|

**SEL Foundation for MTSS Success**

Using the CASEL Indicators 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 executive directors to select the category that best fit the needs of their campuses (Note, schools who previously implemented Manners of the Heart curriculum or struggled with tier I implementation will select explicit SEL instruction as their focus area).

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

Indicator Focus Area 1: Explicit SEL Instruction		Indicator Focus Area 2:	
<b>S</b>	<b>All students will receive SEL instruction</b>	<b>S</b>	
<b>M</b>	<b>during scheduled</b>	<b>M</b>	
<b>A</b>	<b>45 blocked timed frames</b>	<b>A</b>	
<b>R</b>	<b>timed frames</b>	<b>R</b>	
<b>T</b>	<b>two times a week</b>	<b>T</b>	
<b>I</b>	<b>led by classroom teachers</b>	<b>I</b>	
<b>E</b>	<b>and reviewed bi-weekly.</b>	<b>E</b>	
<b>Goal Statement:</b> All students will receive SEL instruction during a scheduled 45 blocked time-frame at least 2 times a week, led by classroom teachers and data reviewed bi-weekly.		<b>Goal Statement:</b>	

**Academic & Behavioral Tiered Supports Defined**

Using the information in the district plan, outline what academic and behavioral supports your school will provide. Are there any specific strategies? In addition to what is identified at the district level, please also include what individual campus supports are provided.

Academic Systems	Behavior/Social Emotional Systems
<b>Tier I</b>	
<b>Tier 1 Curriculum</b>	<b>SEL and Guidance</b>
<b>Tier II</b>	
<b>RTI/Intervention (teacher-led)</b>	<b>ICare and Progressive Discipline</b>
<b>Tier III</b>	
<b>Small Group Intervention/Tutoring</b>	<b>School-based Therapy</b>

**Monitoring Interventions**

How will your school make sure that interventions are taking place?  
 Review of data in weekly ILT meetings.

**Scheduling**

**Mandatory:**

What is the designated time for Explicit SEL Instruction?  
 45 minute blocked sessions; 2x a week

How will time be scheduled for PLCs/Grade or Content Teams?  
 Teachers will receive a 45 minute PLC and a 45 minute GLM weekly.

**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.)

-After identifying and putting into place the required tier 1 instructional minutes, time will be determined to move forward with student ILT times.

### 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				
<b>Classroom</b>	<b>Act respectfully</b>	<b>Students respect the learning environment (eliminating distractions) by following the classroom rules and policies.</b>			
<b>Hallway</b>	<b>walk on the right side</b>	<b>Students are walking in a single file line on the right side of the hallway.</b>			
<b>Cafeteria</b>	<b>Use of time wisely</b>	<b>Students enter the cafeteria and focus on consuming food before exiting for recess.</b>			
<b>Restroom</b>	<b>Personal responsibility</b>	<b>Students using the facilities, following sanitation protocols, and throwing away waste in the proper receptacles.</b>			
<b>Bus</b>	<b>Exit/Enter area quickly and quietly</b>	<b>Exit the bus in a single file and follow the paw prints until entering the appropriate building. Listen for the appropriate bus or carpool call. and quickly and quietly enter in a single file.</b>			
<b>Arrival/ Dismissal</b>	<b>Walk on the paws</b>	<b>In a single file, following the paw prints on the ground.</b>			

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

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<b>PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics</b>				
<input checked="" type="checkbox"/> <b>Student Achievement</b>	<input type="checkbox"/> <b>Exemplary Customer Service</b>	<input type="checkbox"/> <b>Operational Excellence</b>	<input type="checkbox"/> <b>Employee Development</b>	
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<b>Parent and Family Engagement:</b> Literacy Night Art Showcase ESL Parent Support	Admin and Teachers Admin and ESL Teachers Literacy Coach	August-May 2024	Title I  Literacy Department	
<b>MTSS Parent and Family Engagement:</b>  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? -Parent Open House -Newsletters/Flyers				
<b>MTSS Plan Overview</b>	<a href="#">MTSS Plan</a>			
<b>Academic Programs &amp; Interventions</b>				
<b>SEL &amp; Behavior Interventions</b>				
<b>Community Involvement</b> How are you going to foster community partnerships to assist with your MTSS Plan? <i>Please list below.</i> Collaboration with: The Gardere Initiative Big Buddy University Baptist Church				

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**Instruction by Certified Teachers – Certified Teacher Recruitment**

**(Schoolwide Component 3)**

<b>District Goal(s):</b>	To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals.
<b>School Objective(s):</b>	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 checked="" type="checkbox"/> <b>Student Achievement</b>	<input type="checkbox"/> <b>Exemplary Customer Service</b>	<input type="checkbox"/> <b>Operational Excellence</b>	<input type="checkbox"/> <b>Employee Development</b>	
<b>Action Steps</b>	<b>Persons Responsible</b>	<b>Target Date(s)/Timeline</b>	<b>Funding Source(s) and Cost</b>	<b>Documentation</b>
<p>Partner with LSU Holmes program to host full-time student residents during the 2022-2023 school year. These residents will complete a one-year residence on our campus which will provide on the job opportunities for interviews of prospective candidates.</p> <p>Partner with LSU Elementary Program to host students during their observational requirements for the 2023-2024 school year. Through this partnership, it will provide possible opportunities for interviews of prospective candidates.</p>	Administrative Team All Teachers	August 2023-May, 2024		Observations will be conducted on all residents by the administrative team to determine potential candidates for the 2023-2024 school year.

## 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

<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
Weakness (is): Pre-K teachers need more information on high level expectations for kindergarten students required by the Louisiana State Standards. Objective(s): Provide opportunities for PK teachers to collaborate with the Kindergarten teachers on the necessary standards. Coordinate professional development opportunities between kindergarten and Pre-K teachers.	Kindergarten and Pre-K teachers, Principal, Assistant Principal	August 2023-May 2024		Agendas, sign-in sheets

**Executive Director Quarterly Review**

<b><i>Quarter #1 Date:</i></b>	<b><i>Evidence and resources reviewed</i></b>	<b><i>Potential Adjustments</i></b>
<b><i>Quarter #2 Date:</i></b>	<b><i>Evidence and resources reviewed</i></b>	<b><i>Potential Adjustments</i></b>
<b><i>Quarter #3 Date:</i></b>	<b><i>Evidence and resources reviewed</i></b>	<b><i>Potential Adjustments</i></b>
<b><i>Quarter #4 Date:</i></b>	<b><i>Evidence and resources reviewed</i></b>	<b><i>Potential Adjustments</i></b>