

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

Grades: PreK-5th

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## 2024 - 2025

## Table of Contents

<b>Table of Contents</b>	<b>2</b>
<b>Six Keys to Success and Pathways to Bright Futures</b>	<b>3</b>
<b>District Assurance</b>	<b>4</b>
<b>Faculty and Staff Review</b>	<b>5</b>
<b>Louisiana’s Goals and Priorities</b>	<b>6</b>
<b>East Baton Rouge Parish School System’s Strategic Plan</b>	<b>7</b>
<b>Data Types</b>	<b>8</b>
<b>Comprehensive Needs Assessment</b>	<b>9</b>
<b>Action Plan</b>	<b>13</b>
<b>CORE ACADEMICS - ELA</b>	<b>14</b>
<b>CORE ACADEMICS - Mathematics</b>	<b>17</b>
<b>CORE ACADEMICS – Science</b>	<b>20</b>
<b>CORE ACADEMICS – Social Studies</b>	<b>21</b>
<b>Non-CORE Academics</b>	<b>22</b>
<b>PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics</b>	<b>23</b>
<b>MULTI-TIERED SYSTEM OF SUPPORT</b>	<b>24</b>
<b>PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics</b>	<b>27</b>
<b>Instruction by Certified Teachers – Certified Teacher Recruitment</b>	<b>28</b>
<b>Transition to Next Level School Programs</b>	<b>29</b>
<b>Executive Director Quarterly Review</b>	<b>30</b>

## Six Keys to Success and Pathways to Bright Futures








**RADLE2CAREER**

**Keys to Success**

- Access to Quality Early Care & Education
- Ensure Kindergarten Readiness
- Enter 3<sup>rd</sup> grade at or above grade level
- Ensure a successful transition to middle school and provide rich learning opportunities pre-high school
- Accelerate the number of students earning industry-based credentials that meet the city's needs from 8<sup>th</sup> grade to Graduation
- Accelerate the number of students graduating on time with an associate's degree and a statewide industry-based credential and who are TOPS eligible



-  **TECHNOLOGY**
-  **CONSTRUCTION and MANUFACTURING**
-  **MEDICAL and PRE-MED**
-  **TRANSPORTATION and LOGISTICS**
-  **LIBERAL ARTS and MANAGEMENT**

## 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 Kalan A. Jones	Date March 20, 2024
Executive Director	Date

## Faculty and Staff Review

Instructional Leadership Team

Date	Name	Position	Signature
3/20/2024	Kalan A. Jones	Principal	<i>Kalan A. Jones</i>
3/20/2024	Gia Washington	Assistant Principal	<i>Gia Washington</i>
3/20/2024	Courtney Holden	Magnet Coordinator	<i>Courtney Holden</i>
3/20/2024	Francesca Keener	Math Coach	<i>Francesca Keener</i>

## 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.

	Data Types			
Stakeholder	Cognitive	Attitudinal	Behavioral	Archival/Contextual
<i>Administrators</i>		<ul style="list-style-type: none"> <li>● Administrator Questionnaires</li> <li>● Administrator Interviews</li> </ul>		<ul style="list-style-type: none"> <li>● Demographics</li> </ul>
<i>Teachers</i>		<ul style="list-style-type: none"> <li>● Teacher Surveys</li> <li>● Teacher Interviews</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>● Universal MATH Screeners</li> <li>● Benchmark Assessments ANET and Illuminate)</li> <li>● TS GOLD</li> <li>● DRDPK/BRIGANCE</li> </ul>	<ul style="list-style-type: none"> <li>● Student Surveys</li> <li>● Student Focus Groups</li> <li>● Student Interviews</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> <li>● Parent Interviews</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>



**NOTE: Examples of each data type are provided. Other data sources may be utilized.**

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

**Comprehensive Needs Assessment**  
**SY 2024 - 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.	A part of the “Top ten” District-wide for Highest growth for English Learners. The increase from 21-22 to 22-23 School year was 5.5 points.	2024 ELPT Test
2.	46% of students in 2nd Grade were on level and above	DIBELS MOY
3.	Economically disadvantaged students scored the highest out of all subgroups; 18% proficient	LEAP 2025

Broadmoor Elementary – School Improvement Plan 2024-2025

**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:

<b>Contributing Factor: The district incentive to implement Louisiana State Standards with fidelity</b>	
<b>Instrument(s):</b> COMPASS, Classroom walkthroughs	
<b>Data Type:</b> 1. Behavioral 2. Archival 3. Attitudinal	<b>Findings</b> 1. According to COMPASS observations, teachers were proficient in implementing the 5 components of COMPASS 2. According to 2024 parent and student surveys, teachers have high expectations for students. 3. According to current walkthrough data, teachers are implementing small group instruction and providing interventions with targeted students.

Broadmoor Elementary – School Improvement Plan 2024-2025

<b>Contributing Factor: Broadmoor Elementary School provides an environment that is conducive to learning</b>	
<b>Instrument(s):</b> PBIS data	
<b>Data Type:</b> 1. Archival 2. Attitudinal 3. Cognitive	<b>Findings</b> 1. According to PBIS data analysis, referrals to the office have decreased since the school-wide implementation of PBIS 2. According to teachers that were survey, 100% indicate that “our school feels safe.” 3. 43% of 3rd graders scored On and above level DIBELS assessment (this includes economically disadvantaged students and ELL)

<b>Contributing Factor: Broadmoor Elementary incentive to implement a school wide writing plan</b>	
<b>Instrument(s):</b> LEAP 2025	
<b>Data Type:</b> 1. Cognitive 2. Cognitive 3. Cognitive	<b>Findings</b> 1. 55% of students scored “Weak” in Expressing Mathematical Reasoning 2. 34% of 5th grade students scored “Strong” or Moderate in Writing. 3. 32% of 4th grade students scored “Strong” or “Moderate” in Writing.

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

Broadmoor Elementary – School Improvement Plan 2024-2025

**Part 2: WEAKNESSES**

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	32% proficient on ANET ELA	ANET Data
2.	5% Proficient for English Language Learners	LEAP 2025
3.	63% of Kindergarten students scored below and well below.	DIBELS MOY 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:

<b>Contributing Factor: Understanding complex text and expressing ideas.</b>	
<b>Instrument(s):</b> LEAP 2025, CFA’s, ANET Benchmark Assessments, COMPASS, Classroom Observations	
<b>Data Type:</b> 1. Archival 2. Cognitive 3. Behavioral	<b>Findings</b> 1. Students have consistently scored lower on constructed responses in LEAP 2025 and on ANET assessments. 2. Students have consistently scored lowest on items that involve complex text on schoolwide CFA’s. 3. COMPASS classroom observations indicate that students have difficulty discussing complex text and relating their own experiences to complex text.

<b>Contributing Factor: Solving multi-step word problems and mathematic modeling and application.</b>	
<b>Instrument(s):</b> LEAP 2025, CFA’s, ANET Benchmark Assessments, COMPASS, Classroom Observations	
<b>Data Type:</b> 1. Archival 2. Cognitive 3. Behavioral	<b>Findings</b> 1. Students are consistently scoring lower on constructed responses. 2. Students have consistently scored lower on items that involve higher order thinking on Common formative assessments. 3. COMPASS classroom observations indicate that students have difficulty discussing complex text and relating their own experiences to complex text.

Broadmoor Elementary – School Improvement Plan 2024-2025

<b>Contributing Factor: Students have difficulty with expressing mathematical reasoning.</b>	
<b>Instrument(s):</b> LEAP 2025	
<b>Data Type:</b> 1. Cognitive 2. Cognitive 3. Cognitive	<b>Findings</b> 1. 60% of third grade students scored “weak” in expressing mathematical reasoning. 2. 40% of fourth grade students scored “weak” in expressing mathematical reasoning. 3. 50% of fifth grade students scored “weak” in expressing mathematical reasoning.

\*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>	<p>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></p> <p>ELA: The overall weakness in English Language Arts is in reading fluency due to a lack of phonemic awareness skills (decoding).                      Math: The overall weakness in Math is numeracy.                      Science: The overall weakness in Science is the ability to analyze and interpret investigations.                      Social Studies: The overall weakness in Social Studies is the ability to use sources and draw conclusions about an event in history.</p>				
<b>Objectives:</b>	<p>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></p> <p>Students in grades 3-5 will score an average of 60% on the 2024-2025 ANET assessments for ELA.                      60% of students will grow 3-5% on the end of year DIBELS Literacy Screener.                      Students in grades 3-5 will increase their scores on ANET Benchmark assessments from 3-5%.</p>				
<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 type="checkbox"/> Technology Integration	<input type="checkbox"/> Other:

Broadmoor Elementary – School Improvement Plan 2024-2025

<b>CORE ACADEMICS - ELA</b>	Pre-K: Big Day      K -2: Expeditionary Learning (EL)      3 <sup>rd</sup> – 5 <sup>th</sup> : Guidebooks
	<b>Tier 1 Resources:</b> Amount of time to be devoted daily to foundational literacy skills: <ul style="list-style-type: none"> <li>● Pre-K = 40 minutes</li> <li>● K-2nd Grade = 120 minutes</li> <li>● Grades 3-5 = 60 minutes</li> </ul>

<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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**Historical Data Trends:**

School Year	18-19 LEAP	20-21 LEAP	21-22 LEAP	22-23 LEAP	21-22 ANet	22-23 ANet	23-24
<b>ELA Trends</b>		<b>48</b> Assessment Index	<b>44.3</b> Assessment Index	–	3rd- 40% 4th- 40% 5th- 31% Average Score	3rd- 23% 4th- 34% 5th- 42% Average Score	<b>TBD</b>
<b>Subgroup Trends</b>		ESS student performance lagged behind their peers.	ESS student performance lagged behind their peers.	–	TBD IEPS- ELL- FRL- Black-	TBD	<b>TBD</b>

[\*\*District Literacy Plan\*\*](#)

**Pre-Kindergarten Literacy EOY Data**

Skill Objective	% Below Expectations	% Meeting Expectations	% Exceeding Expectations

Broadmoor Elementary – School Improvement Plan 2024-2025

<b>M e a s u r e : P K T S G O L D</b>	<b>Objective 15</b> Demonstrates phonological awareness, phonics skills, and word recognition <i>(rhyming, initial sounds, phoneme segmentation)</i>	20%	78%	2%
	<b>Objective 16</b> Demonstrates knowledge of the alphabet <i>(naming letters &amp; letter sounds)</i>	3%	72%	25%
	<b>Objective 17</b> Demonstrates knowledge of print and its uses. <i>(uses and appreciates books and other texts &amp; uses print concepts)</i>	5%	95%	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>	11%	88%	2%
	<b>Objective 19</b> Demonstrates writing skills <i>(writes name, writes to convey meaning, and writes using conventions)</i>	3%	91%	6%



Broadmoor Elementary – School Improvement Plan 2024-2025

**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)**

Based on DIBELS data for K-3, the area of need is reading foundational skills. Specifically targeting PSF (phoneme segmentation fluency).

Based on benchmark data, the ELA area of need is key ideas and details in grades 3rd-5th. Specifically targeting asking and answering questions (3.1), referring to details and examples in the text when explaining what the text says (4.1), and quoting accurately from the text when explaining what the text says and drawing inferences from the text (5.1).

According to benchmark data, a high percentage of student scores in 3rd-5th reflect risk. Due to this risk factor, another area of need is to decrease the percentage of students scoring 30% or below on benchmark assessments through further support in foundational skills (FIRE and Guidebook Foundational Supports) and small group instruction.

**LADOE Target:**

We will grow our ELA assessment index score 10% growth target).

**SMARTE Goal:**

By the end of May 2025, 60% of students will attain basic or above on the ELA component of the LEAP 2025 assessment.

Students in grade bands pre-k through 3 will demonstrate three to five percentage point annual growth on ELA benchmark assessments such as EL Benchmark tests and DIBELS.

**Benchmark Goals:**

**Q1 Benchmark Goal**

Average score on LEAP 360 Interim I will be proficient or close to proficient.

**Q2 Benchmark Goal**

Average score on LEAP 360 Interim II will increase by 5% from Interim I

**Q3 Benchmark Goal**

Broadmoor Elementary – School Improvement Plan 2024-2025

Average score on LEAP 360 Interim III will increase by 5% increase from Interim III.					
<b>Q4 Benchmark Goal</b>					
By the end of May 2025, 50% of students will attain basic or above on the ELA component of the LEAP 2025 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>	<p><i>Weekly, in each core content area, teachers will use a variety of research-based instructional strategies such as:</i></p> <ul style="list-style-type: none"> <li>● RACE Strategy</li> <li>● Close Reading</li> <li>● Repeated Reading</li> </ul> <p>Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly. <b><i>(Identify core content interventions as appropriate).</i></b></p> <ul style="list-style-type: none"> <li>● Dibels 8th Edition</li> <li>● Sound Walls</li> </ul> <p>Each month, teachers will meet in Vertical Planning sessions (Oct.) for ongoing professional development.</p> <p style="padding-left: 40px;">Teachers will begin working with coaches on Know Show Charts to decompose ELA content standards.</p>	Principal Assistant Principal Literacy Coach Title I Paraprofessional/Interventionist Classroom Teachers	Aug. 2024 - May 2025	<p>Lesson Plans</p> <p>Classroom Observations Walkthroughs</p> <p>Smarty Ants/Achieve 3000</p> <p>ANet Data</p> <p>Unit Assessments/ Culminating Tasks</p> <p>Student Work Samples</p> <p>PLC/PD Agendas</p> <p>Know and Show Charts</p>	<p><i>Weekly, in each core content area, teachers will use a variety of research-based instructional strategies such as:</i></p> <ul style="list-style-type: none"> <li>● RACE Strategy</li> <li>● Close Reading</li> <li>● Repeated Reading</li> </ul> <p>Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly. <b><i>(Identify core content interventions as appropriate).</i></b></p> <ul style="list-style-type: none"> <li>● Dibels 8th Edition</li> </ul>

Broadmoor Elementary – School Improvement Plan 2024-2025

	<p>Teachers will differentiate instruction by modifying instructional activities to meet the needs of all students as identified by assessments (Utilizing Criteria for Annotations). Classroom Teachers will provide whole group and small group instruction to focus on skills that need to be re-taught based on bi-weekly CFA's and benchmark assessment data.</p> <p>Teachers will implement high-yield TLAC strategies in daily lessons.</p> <p>Sound Walls, Skills Block, and Literacy centers will be utilized daily. Students will work on researched-based skills tailored for many levels of reading development (e.g. phonemic awareness, phonics/word analysis, vocabulary, comprehension, and fluency).</p> <p>Teachers will be given an overview of the BES Instructional Framework: Protocols for incorporating daily best practices.</p>				<ul style="list-style-type: none"> <li>● Smarty Ants/Achieve 3000</li> <li>● Sound Walls</li> </ul> <p>Each month, teachers will meet in Vertical Planning sessions (Oct.) for ongoing professional development.</p> <p>Teachers will begin working with coaches on Know Show Charts to decompose ELA content standards.</p> <p>Teachers will differentiate instruction by modifying instructional activities to meet the needs of all students as identified by assessments (Utilizing Criteria for Annotations). Classroom Teachers will provide whole group and small group instruction to focus on skills that need to be re-taught based on bi-weekly CFA's and benchmark assessment data.</p> <p>Teachers will implement high-yield</p>
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Broadmoor Elementary – School Improvement Plan 2024-2025

					<p>TLAC strategies in daily lessons.</p> <p>Sound Walls, Skills Block, and Literacy centers will be utilized daily. Students will work on researched-based skills tailored for many levels of reading development (e.g. phonemic awareness, phonics/word analysis, vocabulary, comprehension, and fluency).</p> <p>Teachers will be given an overview of the BES Instructional Framework: Protocols for incorporating daily best practices.</p>
<p><b>Cultural/ Behavioral</b></p>	<p>Build effective communication within the school</p> <ul style="list-style-type: none"> <li>- Weekly staff memos</li> <li>- Monthly Parent Newsletters</li> <li>- Monthly Positive Calls (for each student)</li> </ul> <p>Set and maintain clear goals/vision for student achievement</p> <ul style="list-style-type: none"> <li>- mission/vision</li> <li>- school-wide theme</li> <li>- school-wide academic/behavior goals</li> </ul> <p>Model respectful behavior to all members of the school community at all</p>	<p>Principal Assistant Principal Literacy Coach Classroom Teachers</p>	<p>August 2024 - May 2025</p>	<p>Stakeholder Surveys  Principal Memos to Staff  Newsletters</p>	<p>Build effective communication within the school</p> <ul style="list-style-type: none"> <li>- Weekly staff memos</li> <li>- Monthly Parent Newsletters</li> <li>- Monthly Positive Calls (for each student)</li> </ul> <p>Set and maintain clear goals/vision for student</p>

Broadmoor Elementary – School Improvement Plan 2024-2025

	<p>times</p> <p>Differentiating for individual needs</p> <ul style="list-style-type: none"> <li>- Academic/Behavior Interventions</li> </ul>				<p>achievement</p> <ul style="list-style-type: none"> <li>- mission/vision</li> <li>- school-wide theme</li> <li>- school-wide academic/behavior goals</li> </ul> <p>Model respectful behavior to all members of the school community at all times</p> <p>Differentiating for individual needs</p> <ul style="list-style-type: none"> <li>- Academic/Behavior Interventions</li> </ul>
<b>Operational</b>	<p>Planning/PLCs will take place weekly.</p> <p>Re-teaching/ Re-assessing</p> <p>Teachers will implement Master Schedule with fidelity</p> <p>Time on Task</p>	<p>Principal Assistant Principal Literacy Coach</p>	<p>August 2024 - May 2025</p>	<p>Agendas Walkthroughs Formal/Informal Observations Master Schedule</p>	<p>Planning/PLCs will take place weekly.</p> <p>Re-teaching/ Re-assessing</p> <p>Teachers will implement Master Schedule with fidelity</p> <p>Time on Task</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):

Pre-K: TS GOLD, Assessments Embedded in new curriculum

K-2<sup>nd</sup>: DRDP-K, DIBELS, K-2 Formative Tasks, Eagle, Assessments Embedded in Expeditionary Learning (EL)

3<sup>rd</sup>-5<sup>th</sup>: ANET Assessments, DIBELS, Assessments Embedded in Louisiana Guidebooks Phonics Continuum (Diverse Learners Guide)

<b>CORE ACADEMICS - Mathematics</b>	<b>Tier 1 Resource:</b> Eureka
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<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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**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>		<b>38.7 Assessment Index</b>	<b>41.1 Assessment Index</b>	<b>TBD</b>	<b>3rd-49% 4th-34% 5th-46%</b>	<b>3rd- 48% 4th- 34% 5th- 43%</b>
<b>Subgroup Trends</b>		<b>ESS students performance lagged behind their peers.</b>	<b>ESS students performance lagged behind their peers.</b>	<b>TBD</b>	<b>Students struggled with solving multi step word problems</b>	<b>Students struggled with solving multi step word problems</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?

<b>Focus Area #1: (Content or Skill)</b>	<ul style="list-style-type: none"> <li>● K-2 Addition and Subtraction- concepts, skills, and problem solving, place value</li> <li>● 3-5 Expressing mathematical reasoning, modeling, and problem solving/multi step word problems</li> </ul>
<b>LADOE Target:</b>	We will grow our math assessment index score by 10% -growth target
<b>SMARTER Goal:</b>	By May 2024, 40% of students will attain proficiency (Basic or above) on the Math Component of the LEAP Assessment.

Broadmoor Elementary – School Improvement Plan 2024-2025

<b>Benchmark Goals:</b>	<b>Q1 Benchmark Goal</b>
	Average score on Math LEAP 360 I will be proficient or close to proficient.
	<b>Q2 Benchmark Goal</b>
	Average score on Math LEAP 360 II will grow from 5% growth from first LEAP 360 test I.
	<ul style="list-style-type: none"> <li>● K-2 Addition and Subtraction- concepts, skills, and problem solving, place value</li> <li>● 3-5 Expressing mathematical reasoning, modeling, and problem solving/multi step word problems</li> </ul>
	<b>Q3 Benchmark Goal</b>
	Average score on Math LEAP 360 III will grow by 5% growth from LEAP 360 II
	<b>Q4 Benchmark Goal</b>
<b><u>AFFIRMATION</u></b>	
<ul style="list-style-type: none"> <li>● Where have gains been made? What strategies were used?</li> <li>● Who were the key individuals in achieving these gains?</li> <li>● How will you leverage those individuals and strategies for continuous improvement this school year?</li> </ul>	
<p><b>Areas of Progress: Bi weekly PLCs that are focused on instructional planning, pacing of lessons, and job embedded professional development.</b></p> <p><b>Monthly walkthroughs and feedback will be provided to teachers on instruction by school administrators and math coach. Coaching plans will also be developed to support teachers individually.</b></p> <p><b>Schoolwide implementation of the RDW math strategy to deconstruct math word problems.</b></p>	
<b><u>ANALYSIS</u></b>	
<ul style="list-style-type: none"> <li>● What is the priority?</li> <li>● What student learning problem needs to be addressed to attain the goal?</li> <li>● What is the root cause of this student learning problem? What data supports this hypothesis?</li> <li>● What is the student impact if you attain this goal?</li> </ul>	

Broadmoor Elementary – School Improvement Plan 2024-2025

- What professional learning is needed for administrators, teacher leaders, and teachers?

**School’s Priority: Expressing mathematical reasoning and solving multi step word problems**

**Student Learning Problem: Students struggle to unpack and understand the operations needed to solve word problems.**

**Root Cause & Supporting Data:**

**Student Impact (Measurable Impact): Educator Professional Learning Needs: Walkthroughs during the previous school year evidenced their is not enough student discourse across math classrooms that allow students to express their thing to solve math. Students will become successful in solving word problems and will be able to express their thinking as they engage in productive struggle and discourse. Teachers will be able to clear up misconceptions in real time when working with students.**

**Needs: Student led classrooms, engagement, discourse, and small group instruction.**

**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>	<p>Teachers will differentiate instruction by modifying instructional activities to meet the needs of all students as identified by assessments.</p> <ul style="list-style-type: none"> <li>- Student Discourse</li> <li>- Using Academic vocabulary orally and in written formats</li> </ul> <p>Classroom teachers will provide whole group and small group instruction to focus on skills that need to be re-taught.</p> <p>Tier 2 and Tier 3 students will be the focus of small group instruction.</p> <p>All students will complete Dreambox lessons daily between 15 - 30 minutes.</p>	<p>Principal Assistant Principal Math Coach Classroom Teachers</p>	<p>August 2024 - May 2025</p>	<p>End of Module Data</p> <p>Student Work Samples/ Mathematical Tasks</p> <p>Student Analysis</p> <p>Dreambox Reports</p> <p>PLC/PD Agendas</p>	



Broadmoor Elementary – School Improvement Plan 2024-2025

	<p>All teachers will incorporate district-wide RDW math strategy to teach Problem Solving and Constructed Response skills by focusing on students justifying and expressing mathematical reasoning weekly.</p> <p>Each month, teachers will meet in Vertical Planning sessions (Oct.) for ongoing professional development.</p> <p>Teachers will begin working with coaches on Know Show Charts to decompose Math content Standards. Analysis of student work samples. Teachers will implement high-yield TLAC strategies in daily lessons.</p> <p>Hands-On Flex Days - manipulatives are in use throughout the lesson for Math</p>				
<p><b>Cultural/ Behavioral</b></p>	<p>Build effective communication within the school</p> <ul style="list-style-type: none"> <li>- Weekly staff memos</li> <li>- Monthly Parent Newsletters</li> <li>- Monthly Positive Calls (for each student)</li> </ul> <p>Set and maintain clear goals/vision for student achievement</p> <ul style="list-style-type: none"> <li>- mission/vision</li> <li>- school-wide theme</li> <li>- school-wide academic/behavior goals</li> </ul> <p>Model respectful behavior to all members of the school community at all times</p> <p>Differentiating for individual needs</p> <ul style="list-style-type: none"> <li>- Academic/Behavior Interventions</li> </ul> <p>Mathematician of the Month</p>	<p>Principal Assistant Principal Math Coach Classroom Teachers</p>	<p>August 2024 - May 2025</p>	<p>Stakeholder Surveys Principal Memos to Staff Newsletters</p>	
<p><b>Operational</b></p>	<p>Planning/PLCs will take place weekly.</p>	<p>Principal</p>	<p>August 2024 -</p>	<p>Agendas</p>	

Broadmoor Elementary – School Improvement Plan 2024-2025

	Re-teaching/ Re-assessing Teachers will implement Master Schedule with fidelity Time on Task	Assistant Principal Math Coach	2024	Schedules	
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**DELETE INFO THAT DOES NOT APPLY.**

**Include assessment frequency in parenthesis behind each assessment.**

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

Pre-K: Assessments Embedded in Eureka Math

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

3<sup>rd</sup>-5<sup>th</sup>: ANET Assessments, Assessments Embedded in Eureka Math

Broadmoor Elementary – School Improvement Plan 2024-2025

<b>CORE ACADEMICS – Science</b>		<b>Tier 1 Resources: Amplify Science</b>			
<input 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>
<p><b>Instruction:</b> Teachers will differentiate instruction by modifying instructional activities to meet the needs of all students as identified by assessments</p> <p>Teachers will use a hands-on approach to learning weekly; students will be expected to learn the performance expectation through understanding the Disciplinary Core Ideas (DCI) and Cross-Cutting Concepts (CCC) through investigations using the Science and Engineering Practices.</p> <p>Teachers will receive Professional Development on the following:</p> <ul style="list-style-type: none"> <li>- Unpacking the Science Curriculum Standards</li> <li>- Implementing Phenomenon Based Instruction</li> <li>- The Science Engineering Practices</li> <li>- The 3-dimensional approach to teaching/learning science</li> </ul> <p>Coaching will be provided by the school leadership team and district specialist through modeling and team teaching to understand appropriate implementation of the standards.</p>		Principal Assistant Principal Literacy Teacher District Specialist Classroom Teachers	August 2024 - May 2025		Lesson Plans  Classroom Observations  Title I budget denoting expenditures  Student Work  Samples PLC/PD  Agendas
<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): <b>Unit Assessments</b>            Embedded Assessments in Curriculum / Resources</p>					

Broadmoor Elementary – School Improvement Plan 2024-2025

<b>CORE ACADEMICS – Social Studies</b>		<b>Tier 1 Resources:</b>			
<input 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>
<ul style="list-style-type: none"> <li>● <b>Instruction:</b></li> <li>●</li> <li>● Teachers in grades 3 -5 will provide students instructions on using documents as part of writing assignments to assess student learning by implementing DBQ's.</li> <li>●</li> <li>● All 3 – 5 teachers will use expository and content specific text whenever possible in class and/or also during interventions. Teachers will incorporate the Louisiana State Standards for literacy.</li> <li>●</li> <li>● All 3 – 5 students will respond to a Task Performance Questions in Social Studies bi-weekly. Items will be taken from the state's released items, Assessment Guide Samples, etc. Teachers will score responses using state rubrics and/or teacher made rubric (aligned to the state rubric) and provide specific written feedback to students.</li> <li>●</li> <li>● Teachers in grade 2 will be required to deliver Social Studies instruction to students daily using documents as part of writing assignments to assess student learning by implementing DBQ's.</li> <li>●</li> <li>● Teachers in grades K and 1 will be required to alternate Social Studies instruction with Science.</li> <li>●</li> <li>● Teachers will be provided professional development in the following areas: Unpacking Curriculum Standards, DBQ's, CFA/Performance Task Creation.</li> <li>●</li> </ul>		Principal Assistant Principal Literacy Teacher Classroom Teachers District Specialist	August 2024 - May 2025		Lesson Plans  Classroom Observations  Title I budget denoting expenditures  Student Work Samples  PLC/PD Agendas
<b>DELETE INFO THAT DOES NOT APPLY.</b>					

Broadmoor Elementary – School Improvement Plan 2024-2025

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**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

Broadmoor Elementary – School Improvement Plan 2024-2025

<p><b>Non-CORE Academics</b></p>		<p><b>Resources: LDOE Scope and Sequence</b></p>			
<input 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>		
<p><b>Action Steps and Audience (Include Subgroups - Aligned to the Strategies)</b></p>	<p><b>Persons Responsible</b></p>	<p><b>Target Date(s)/Timeline</b></p>	<p><b>Funding Source(s) and Cost</b></p>	<p><b>Documentation</b></p>	
<p><b>Instruction:</b>  <b>Physical Education (PE)</b> - the goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of physical activity.</p> <p>At Broadmoor ES the following will address the operations of the physical education classes:</p> <ul style="list-style-type: none"> <li>- All students will participate in physical education</li> <li>- Class size will approximate those of other content areas.</li> <li>- All classes will be taught by a qualified physical education teacher</li> <li>- The curriculum will be developmentally appropriate addressing the Louisiana Physical Education Standards.</li> <li>- Equipment and facilities will be adequate and safe.</li> </ul> <p><b>Music</b> - the design option of the music curriculum is <i>The Traditional Approach</i>. The skills and concepts are usually arranged sequentially. A wide variety of song material is included at each grade level for singing, listening, and moving, and for playing instruments.</p> <p>Each class will have at least one music session per week with the music teacher. Music grades will come from skill, participation, cooperation, effort, and behavior.</p> <p><b>Library</b> - The library instructional program is designed to stimulate reading for pleasure and for study by having materials suited to the reading abilities, interests, and age levels of the boys and girls who visit the library. Each class will visit the library as indicated by the ancillary schedule.</p>	<p>Principal                      AP                      Ancillary Teachers</p>	<p>Aug. 2024 - May 2025</p>		<p>Lesson Plans</p> <p>Classroom Observations</p> <p>Title I budget denoting expenditures</p> <p>PLC/PD Agendas</p>	
<p><b>DELETE INFO THAT DOES NOT APPLY.</b>  <b>Include assessment frequency in parenthesis behind each assessment.</b></p>					

**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

*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*
  - *ESS*
  - *ELL*
- *Freshman Academy*
- *ACT*
- *Pathways*
- *Graduation Rate*
- *Attendance Rate*

**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	
Action Steps and Audience (Include Subgroups - Aligned to the Strategies)			Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation	
<p><b>Professional Development: (Consider linking your ILT Long Range Plan)</b></p> <ul style="list-style-type: none"> <li>Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by</li> </ul> <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>Pre-K: HMH, District</li> <li>K-2<sup>nd</sup>: Great Minds, ILC-Guidebooks, Better Lessons, District, ELA Content Leader, Literacy Coach</li> <li>3rd-5<sup>th</sup>: ILC-Guidebooks, ANET Resources- Better Lessons/SAP/TWR, District, ELA Content Leader, Literacy Coach</li> <li>LETRS</li> <li>Hegerty</li> </ul> <p><b>Pre-K OWL &amp; Big Day</b></p> <ul style="list-style-type: none"> <li>Provide professional development focusing on the components of the literacy block(whole group/skills practice)</li> <li>Provide support with the implementation of Hegerty</li> <li>Provide training and support for the effective implementation of Teaching Strategies Gold</li> </ul> <p><b>K-2 EL Education</b></p> <ul style="list-style-type: none"> <li>Provide Support with the Administration of Dibels Screener</li> <li>Provide strategic support with <u>EL curricular resources whereby teachers understand this Tier 1 curricular resource's alignment with the DIBELS Screener</u></li> <li>Provide training and support for the administering of <u>EL Education Benchmark Assessment</u></li> </ul>			K. Jones Principal G. Washington, AP F. Keener, Math Coach	August 2024-May 2025		PD Agendas, Sign In Sheets, PLC Agendas, Educational Artifacts	



<ul style="list-style-type: none"><li>• Support with using screening and assessment data to inform small group instruction (Microphase groups &amp; MClass Intervention Groups)</li><li>• Engage in school walkthroughs with school based coaches to guide and support literacy instruction and pedagogical practices grounded in the science of reading</li></ul> <p><b>Guidebooks 3-5</b></p> <ul style="list-style-type: none"><li>• Provide training and support using high-quality texts and meaningful tasks that build content knowledge (e.g., ELA, social studies, and science) and help students make connections</li><li>• Provide support and training on appropriate scaffolds and supports (e.g., <u>Diverse Learners Guide</u>, <u>Supports Flow Chart</u> and Student Look Fors within each lesson) for all students to meet the grade-level standards</li><li>• Provide training and support on unit and lesson internalization</li><li>• Support the use of a variety of <u>instructional strategies</u>, many of them focused on the importance in helping students make meaning of a text before they express their understanding through writing</li><li>• Provide training and support on assessment opportunities that allow teachers to check for understanding in a variety of ways and genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s)</li></ul> <p><b>Math</b></p> <ul style="list-style-type: none"><li>o Great Minds</li><li>o Zearn</li><li>o Dreambox</li></ul>				
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Broadmoor Elementary – School Improvement Plan 2024-2025

<ul style="list-style-type: none"> <li>● Teachers will receive coaching via a tiered approach in an effort to support, motivate, and develop a teacher by setting concrete, short term, individualized goals. <i>(Link for <a href="#">Coaching Plans</a>)</i> <ul style="list-style-type: none"> <li>○ Coaching Cycle #1</li> <li>○ Coaching Cycle #2</li> <li>○ Coaching Cycle #3</li> <li>○ Coaching Cycle #4</li> </ul> </li> <li>● <b>(CIR)</b> ELA and Math Content Leaders will attend and redeliver state mandated Professional Development designed for Content Leaders.</li> <li>● <b>(CIR, UIR Academics)</b> Mentor Teacher will tier all year 1 - year three teachers and provide individualized support and collaboration hours.</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</li> <li>○ Academics</li> <li>○ Behavior</li> </ul> </li> </ul>				
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**Action Steps**

- Provide professional development focusing on effective literacy instruction using Tier 1 curricular resources at all grade levels that will focus on research-based pedagogical practices grounded in the science of reading

**Pre-K OWL & Big Day**

- Provide professional development focusing on the components of the literacy block(whole group/skills practice)
- Provide support with the implementation of Heggerty
- Provide training and support for the effective implementation of Teaching Strategies Gold

**K-2 EL Education**

- Provide Support with the Administration of Dibels Screener
- Provide strategic support with [EL curricular resources whereby teachers understand this Tier 1 curricular resource's alignment with the DIBELS Screener](#)
- Provide training and support for the administering of [EL Education Benchmark Assessment](#)
- Support with using screening and assessment data to inform small group instruction (Microphase groups & MClass Intervention Groups)
- Engage in school walkthroughs with school based coaches to guide and support literacy instruction and pedagogical practices grounded in the science of reading
- Provide LETRS

**Guidebooks 3-5**

- Provide training and support using high-quality texts and meaningful tasks that build content knowledge (e.g., ELA, social studies, and science) and help students make connections
- Provide support and training on appropriate scaffolds and supports (e.g., [Diverse Learners Guide](#), [Supports Flow Chart](#) and Student Look Fors within each lesson) for all students to meet the grade-level standards
- Provide training and support on unit and lesson internalization
- Support the use of a variety of [instructional strategies](#), many of them focused on the importance in helping students make meaning of a text before they express their understanding through writing
- Provide training and support on assessment opportunities that allow teachers to check for understanding in a variety of ways and genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s)

## MULTI-TIERED SYSTEM OF SUPPORT

Student Achievement

Exemplary Customer Service

Operational Excellence

Employee Development

### 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 2024- 2025 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:		Indicator Focus Area 2:	
<b>S</b>	All teachers will deliver the SEL curriculum daily for 15 minutes which is embedded within the Master Schedule as follows: K and 5th Grade Teachers - 8:30 - 8:45 am	<b>S</b>	Broadmoor Elementary School will develop a system of supportive discipline through the use of restorative practices, individual/small group counseling, and ensuring a strong MTSS Discipline (PBIS) system is in place campus wide.
<b>M</b>	We will measure success through monitoring rethinkEd usage data, observations of lessons, student quiz scores, student work samples, and pre/post assessments.	<b>M</b>	We will measure success through monitoring discipline data through the “Big 5” data reports monthly (discipline, by infraction, time, location, student and teacher)
<b>A</b>	Right now SEL Second Steps instruction is a challenge, we about half 50% of teachers implementing the curriculum with fidelity. This goal of 100% teaching is ambitious, it is	<b>A</b>	Right now, discipline is a major concern on campus, we have 7% of students who have received an ISS or OSS. This goal is to reduce students receiving a suspension by 3 - 5%. It is

Broadmoor Elementary – School Improvement Plan 2024-2025

	also attainable since we have adjusted school schedules to provide designated times.		attainable because of the action items we have put into place.
<b>R</b>	This goal is relevant because SEL is a part of our schools MTSS plan and is recognized as a key component addressing the needs of our students by strengthening the competencies they need to build lasting relationships and manage their emotions.	<b>R</b>	This goal is relevant because students are missing a great deal of quality instruction to disciplinary concerns. We want to create a supportive environment that provides the students opportunities to learn from their mistakes and prevent future occurrences.
<b>T</b>	<ul style="list-style-type: none"> <li>• By the end of August all students in grades 3 - 5 will pretest in SEL Second steps.</li> <li>• By the second week of school we will begin the scope and sequence for SEL instruction</li> <li>• Monthly, teachers will focus on one training area to strengthen their own knowledge</li> </ul>	<b>T</b>	<ul style="list-style-type: none"> <li>• By the end of August we will have explicitly taught all behavior expectations to students</li> <li>• Each month we will have a focus area to work on and a discipline challenge for students to work on</li> <li>• Each month we will celebrate students who exhibit positive behavior.</li> <li>• Our goal is to see a reduction in discipline each month, when compared to the previous year.</li> </ul>
<b>I</b>	ALL students will be a part of the lessons. By focusing on SEL instruction, we hope to create an inclusive environment where all students feel welcomed.	<b>I</b>	We will create a focus group of students to ensure we are getting their perspective on discipline policies/practices to ensure we are representing their voices.
<b>E</b>	Developing SEL skills in students will allow us to help them identify situations that are not fair and stand up for injustice. It will also empower them to be leaders in their classes and on campus.	<b>E</b>	We will monitor discipline data to ensure that discipline practices are applied equitably to all groups of students and that practices do not target or single out specific groups.
<p><b>Goal Statement:</b> During the 24 -25 school year, Broadmoor Elementary School will focus on ensuring that every student receives 15 minutes of explicit SEL instruction daily using the rethinkEd platform. As a result, we should see a 3 - 5% increase in student SEL scores.</p>		<p><b>Goal Statement:</b> During the 24-25 school year, Broadmoor Hills Elementary School will focus on implementing supportive discipline policies that seek not only to address discipline concerns, but also help the student from repeating the infraction. As a result, we should see a 3 - 5% reduction in the number of students receiving an ISS or OSS.</p>	

**Academic & Behavioral Tiered Supports Defined**

Broadmoor Elementary – School Improvement Plan 2024-2025

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>	
<ul style="list-style-type: none"> <li>● Curricular resources used: Eureka, Guidebooks, EL Curriculum, Amplify, LDOE Scope and Sequence, &amp; Bayou Bridges</li> <li>● Instructional Strategies will include Teaching Like a Champion strategies and Differentiated Instruction                             <ul style="list-style-type: none"> <li>○ Scaffolding</li> <li>○ Graphic Organizers</li> <li>○ Flexible Grouping/ Small groups</li> <li>○ Cooperative Learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● PBIS--School wide Behavior Expectations taught first day and week of school (each day one expectation --each subject contributes)</li> <li>● SEL lessons daily first 20</li> <li>● ICARE prevention lessons</li> <li>● Counselor lessons</li> </ul>
<b>Tier II</b>	
<ul style="list-style-type: none"> <li>● Using Small groups during the block to deliver targeted assistance</li> <li>● Scheduled Interventions</li> <li>● Referral to after school programs</li> <li>● Strategies we are going to focus on to ensure consistency in delivering Tier II                             <ul style="list-style-type: none"> <li>○ Use of Manipulatives</li> <li>○ Use of sentence frames</li> <li>○ Use of Visual Aids</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Mentoring with SST Member</li> <li>● Daily Check in/Check out</li> <li>● Restorative Circles</li> <li>● Reset Room</li> <li>● SEL Lessons</li> <li>● Tier II sessions with Counselor or ICare</li> <li>● Behavior Support Plans using Insights to Behavior (individual students on a case by case basis)</li> </ul>
<b>Tier III</b>	
<ul style="list-style-type: none"> <li>● Individual or small groups to address individual needs while focusing on foundational gaps.</li> <li>● Referral to SBLC</li> </ul>	<ul style="list-style-type: none"> <li>● Functional Behavior Assessment with Individualized Behavior Plans</li> <li>● ESS Behavior Strategist (ESS Students)</li> <li>● Referral to Social Worker</li> <li>● Tier III lessons or sessions</li> </ul>

**Monitoring Interventions**

How will your school make sure that interventions are taking place? Interventions will be monitored through weekly walkthroughs, monitoring of time on task, and analysis of progress monitoring in PLCs.

**Scheduling**

**Mandatory:**

What is the designated time for Explicit SEL Instruction? Schoolwide SEL Instruction starts daily at 8:30 a.m.

How will time be scheduled for PLCs/Grade or Content Teams? PLCs are scheduled twice a week on Mondays and Wednesdays at each grade level planning time.

**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.)

- **This year we are going to use half days to pilot ILT by giving students some time to work in these areas. It is our goal to increase this in the following year, but half days will be a good place to start exploring the concept for our campus.**

**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				
<p><b>Classroom</b></p>	<p>Keep hands, feet, and objects to yourself</p> <p>Use kind words and actions only</p> <p>Use materials, books, and</p>	<p>Follow all directions the first time given</p> <p>Raise your hand for permission to speak</p> <p>Stay in your seat</p>	<p>Be on time and ready to learn</p> <p>Unpack all necessary materials for class</p>	<p>Stay in class unless you have permission to leave.</p>	<p>Keep hands, feet, and objects to yourself</p> <p>Use kind words and actions only</p> <p>Use materials, books, and technology for school work only</p>

Broadmoor Elementary – School Improvement Plan 2024-2025

	<p>technology for school work only</p> <p>Take pride in your school work</p>	<p>unless given permission to get up</p> <p>Stay on the learning goal/task</p>			<p>Take pride in your school work</p>
<b>Hallway</b>	<p>Use appropriate language</p> <p>Be respectful towards others</p> <p>Pick up paper/trash when dropped</p> <p>Level 0 Voice</p> <p>Hands in your pockets or beside you</p>	<p>Take care of your needs</p> <p>Be prepared/on time</p> <p>Maintain a clean personal appearance (e.g. tuck in shirt, tie shoelaces, etc.)</p> <p>Walk in a straight line facing forward at all times</p>	<p>Arrive to your destination in a timely manner</p> <p>Be prepared for class activities</p> <p>Always have a hall pass when alone</p>	<p>Walk at least one square away from the wall on gray lines.</p> <p>Walk to your “right” at all times</p> <p>Keep off walls (e.g. hands, feet, and objects)</p>	<p>Use appropriate language</p> <p>Be respectful towards others</p> <p>Pick up paper/trash when dropped</p> <p>Level 0 Voice</p> <p>Hands in your pockets or beside you</p>
<b>Cafeteria</b>	<p>Show respect for others</p> <p>Stay in line</p> <p>Clean up after yourself</p>	<p>Place all trash in trash cans</p> <p>Pick up and/or wipe area on table after eating</p> <p>Remain seated</p> <p>Level 0 Voice</p>	<p>One trip through the lunch line (e.g. get utensils, milk, etc.)</p>	<p>Single file lunch lines</p> <p>No horseplaying</p>	<p>Show respect for others</p> <p>Stay in line</p> <p>Clean up after yourself</p>



Broadmoor Elementary – School Improvement Plan 2024-2025

<p><b>Restroom</b></p>	<p>Be considerate Respect others privacy Use trash cans Flush!</p>	<p>Use the nearest restroom Secure a restroom pass from teacher Report inappropriate behavior and vandalism</p>	<p>Use time wisely (<i>Try!</i>) Be Prompt! Wash Hands!</p>	<p>Enter in an orderly manner Leave area clean/tidy-be courteous No horse playing Keep water in the sink and off the floor</p>	<p>Be considerate Respect others privacy Use trash cans Flush!</p>
<p><b>Bus</b></p>	<p>Follow bus driver's directions Use kind words and actions Keep hands, feet, and other objects to yourself.</p>	<p>Keep all belongings in your backpack. Save snacks and drinks for home.</p>	<p>Arrive early to your stop Be ready to exit bus at your stop (once the bus stops)</p>	<p>Arrive early to your stop Be ready to exit bus at your stop (once the bus stops)</p>	<p>Follow bus driver's directions Use kind words and actions Keep hands, feet, and other objects to yourself.</p>
<p><b>Arrival/Dismissal</b></p>	<p>Respect others' personal belongings Respect others' personal space</p>	<p>Arrive to school in uniform (correct dress code) Keep hands and feet to yourself Report to the cafeteria to eat breakfast</p>	<p>Arrive to school excited, prepared, and ready to learn! Have all materials needed for the day. Display BUC Pride!</p>	<p>Upon arrival, walk quickly and quietly down the yellow line to eat breakfast, then the restroom, and class.</p>	<p>Respect others' personal belongings Respect others' personal space</p>

Broadmoor Elementary – School Improvement Plan 2024-2025

		<p>Use the restroom closest to your classroom</p> <p>Report to class and unpack your backpack, collect materials needed, and begin focus activity.</p>			
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What is your plan to explicitly teach behavior expectations at the beginning of each semester? Please list below:

- The first week of school all content areas will take one of the expectations and teach its meaning as a part of getting to know you/class building/orientation activities.
- Each month we will highlight 1 expectation.
  - Each week there will be a focus on behaviors that will be shared with students and parents--we will look for this behavior and praise it throughout the week.
- We will align each of our expectations to corresponding SEL topics.
- Reward students with BUC Raffle Tickets daily for positive behavior.
- Weekly BUC PBIS Raffle

**PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics**

Student Achievement

Exemplary Customer Service

Operational Excellence

Employee Development

Action Steps and Audience (Include Subgroups - Aligned to the Strategies)	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
<p><b>Parent and Family Engagement:</b></p> <ul style="list-style-type: none"> <li>● Literacy Night</li> <li>● Orientation/Open House</li> <li>● Meet &amp; Greet</li> <li>● Parent Workshops</li> <li>● Monthly Newsletters</li> <li>● School website</li> <li>● Schoolwide communication through ClassDojo</li> </ul> <p><b>MTSS Parent and Family Engagement:</b></p>	<p>K. Jones, Principal G. Washington, AP S. Fields, Counselor F. Keener, Math Coach August 2024-May 2025</p> <p>School Calendar, Sign- In Sheets, Newsletters, Website</p>			

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?

<b>MTSS Plan Overview</b>	MTSS Plan will be communicated at the beginning of the year at Open House, through our website, and throughout the year on schoolwide communication documents.
<b>Academic Programs &amp; Interventions</b>	<p>MTSS Schoolwide Committee (PAC) MTSS Schoolwide Student Committee (SAC)</p> <p>Students who are being provided intervention services or plans will have a letter sent home explaining what is happening to their parents.</p> <p>If there is a concern, teachers will contact parents to notify them of issues and how we are planning to address them.</p>

Broadmoor Elementary – School Improvement Plan 2024-2025

**SEL & Behavior Interventions**

Weekly SEL topics and Expectation focus areas will be shared with parents weekly through the APP and in the monthly memo.

We will have a monthly activity for students who meet the targeted behavior goal for the month (no referrals, no more than 1 absence, etc) Parents will be told the activity and the requirements during the first week of the month.

**Community Involvement**

How are you going to foster community partnerships to assist with your MTSS Plan? *Please list below.*

- Schoolwide introduction of community partnerships to faculty and staff
- Communicating school needs/supports through meeting with partners
- Ensuring that community partners are embedded into our school wide events
- Sharing of Schoolwide calendar with our community partners

- Providing ongoing support and communication to families?
  - **Family Engagement Resources:**
    - [LDOE Birth - 12 Framework for Engaging Parents, Families, and Communities](#)
    - [LDOE Family Literacy Engagement Strategic Plan for Schools and School Systems](#)
    - [LDOE Families Literacy Library](#)
  - Utilize family feedback surveys to determine best ways to communicate
  - Follow up with families to evaluate whether or not services are helpful and effective
  - Inform families about policies and procedures
  - Establish a resource library
  - Invest in training opportunities for families/caregivers on how to support their children with literacy at home - EBR Literacy Blueprint
- Considering diverse families and their specific needs or challenges in regards to communication, technology, transportation, etc?
  - Make resources available in the languages represented by students and family
  - Provide bi-lingual staff and translation services
  - Meet with diverse families to learn about unique needs
  - Create joint training with community partners to learn how to best support student literacy in after-school programs, enrichment experiences and through mentoring - EBR Literacy Blueprint
  - Work collaboratively with outside organizations to ensure greater access to books at home and in the community - EBR Literacy Blueprint
  - Develop the technology infrastructure needed throughout the community to effectively support literacy in and out of school - EBR Literacy Blueprint

## Broadmoor Elementary – School Improvement Plan 2024-2025

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- Using communication methods that accommodate all families
  - Utilize multiple modalities of communication (e.g., paper, websites, social media, text updates, and emails)
  - Review all correspondence and replace the word parent with family
- Including families on focus groups and other discussions with teacher, students, and leaders around: specific programs to address the district's mission?
  - Support implementation of high-quality curricular resources in the hands of families
  - Build structures to diffuse professional learning within the district and families in our community
- families' concerns about literacy achievement?
  - Family Advisory Council meetings
  - Utilize family feedback surveys
  - Dispense family friendly data with families
- students' attitudes toward reading and writing?
  - Provide district-wide incentive for student growth in Lexile levels
  - Provide more opportunities to engage entire families in literacy experiences at community events to promote the joy of reading outside of the school - EBR Literacy Blueprint
- teachers' beliefs about student literacy and learning?
  - LETRS Training
  - DIBELS Training
- When planning for and providing literacy interventions for struggling readers and writers, are you including specifications for:
  - students with dyslexia?
    - How can we bring in multisensory aspects to DIBELS and LIFT?
    - Explicit and systematic instruction
  - the ELL population?
    - What diverse learners supports are included in Guidebooks (Whole-Class Instruction, small-group instruction, and intensive instruction)?
    - What training do teachers need to support ELLs with accessing grade level Tier 1 instruction?
    - Strategies: EBR ESL Department Instructional Resources and Flow Support
  - special education students?
    - EBR ESS Department Instructional Resources Webpage
  - cultural and dialectical sensitivity?
- When planning opportunities for ongoing professional development for teachers, are you including plans for :
  - ongoing training and support?
    - Literacy Coach Monthly Meetings to build capacity of school-based coaches to provide daily support to assigned school site(s)
    - Ongoing school site support visit by district literacy coach and coordinator
  - coaching?
    - Funding in place for all CIR/UIR/UIN schools to have full time school-based literacy coach
    - Where there are vacancies, some school-based coaches will travel between two schools
    - Where there are still vacancies, district literacy coaches will serve as the coach to teachers on the campus as often as schedule

## Broadmoor Elementary – School Improvement Plan 2024-2025

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- permits
- various types of PD offerings?
  - Determined based on walkthrough data, student performance data, and teacher survey data
  - Provided through LCMMs (Literacy Coach Monthly Meetings), PLCs, Principal's Meetings, Executive Director's Meetings, District Leader Meetings, etc.
- by whom, when, and how PD will be provided?
  - All members of the Division of Literacy will provide PD as needed outside of designated dates already established
- PD specific to foundations of reading and language and literacy?
  - Can we look into providing LETRS Science of Reading training for middle school teachers through Lexia Learning?
  - Funding may be an issue
- PD on high-quality interactions (such as CLASS for birth-grade 2)?
  - Teacher-led small group instruction vs collaborated small groups
  - Intervention groups
  - Progress monitoring
- monitoring the implementation and effectiveness of professional development?
  - NIET clusters: identify the need, obtain new learning, develop new learning, apply new learning, analyze the impact on student performance
  - Observation/feedback cycles
  - Coaching cycles

**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 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
<ul style="list-style-type: none"> <li>• <b>(CIR &amp; UIR Academics)</b> Schools will partner, as appropriate, with the New Teacher Project, LSU, Southern University, Southeastern University of LA, Relay and/or Teach for America in order to meet the school’s workforce needs.</li> <li>• <b>(CIR &amp; UIR Academics)</b> Mentor Teachers will ... to undergraduate residents and Post-Bac candidates.</li> </ul>	K. Jones, Principal G. Washington, AP Mentor Teachers: F. Keener	August 2024 - May 2025		Job Fair registration, Job Fair Sign In Sheets, Resumes on File Meeting minutes, Highly Qualified Staff Personnel Transaction Form – Document Title I File Resumes from prospective hires  Meeting Agendas Collaboration Hours Walk Through Forms Feedback Mentoring Matters Program PEIP Participation

## Transition to Next Level School Programs

(Schoolwide Component 7)

- Choose Appropriate Level **X**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	
Prek- 5 th Grade Teachers will participate in vertical collaborative planning sessions to analyze data and develop intervention strategies.			K. Jones, Principal G. Washington, AP	August 2024 - May 2025		Meeting Minutes, Sign in Sheets	



## Executive Director Quarterly Review

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