East Baton Rouge Parish School System
School Improvement Plan
Sharon Hills Elementary

K - 5
6450 Guynell Drive
Baton Rouge, Louisiana   70805
Angela D. Sims
(225) 355-6522
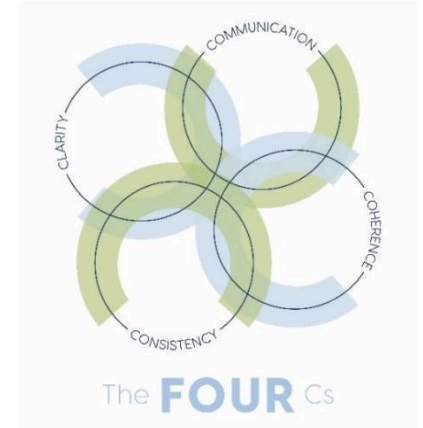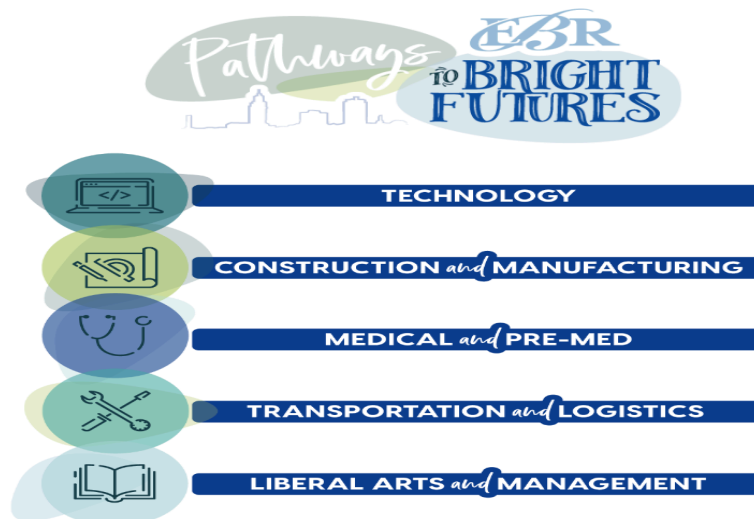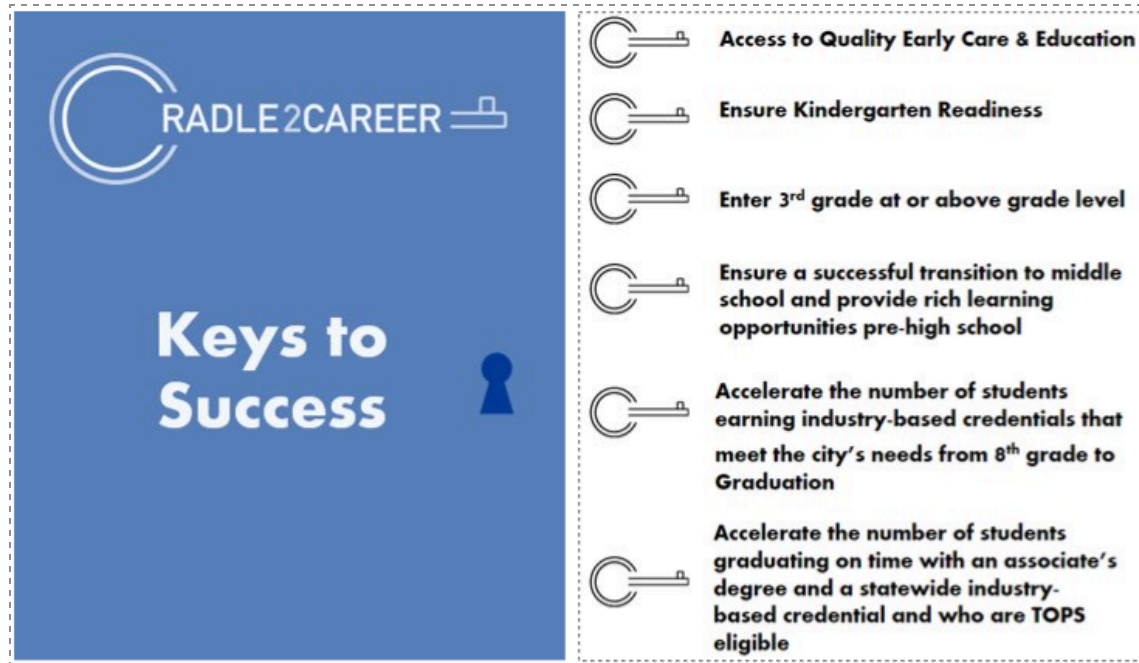asanders@ebrschools.org

2024 - 2025

Table of Contents

Six Keys to Success and Pathways to Bright Futures

CRADLE2CAREER

Keys to Success

- Access to Quality Early Care & Education
- Ensure Kindergarten Readiness
- Enter 3rd 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 8th 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

Pathways EBR to BRIGHT FUTURES

- 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	Date
Executive Director	Date

Faculty and Staff Review

Date	Name	Position	Signature
	Angela D. Sims	Principal	
	Lesley Jeanpierre	Dean of Students	
	Jasmine Sholes	Instructional Specialist	
	Lana Williams	Literacy Coach	
	Valencea Johnson	Librarian	
	Leslie Defley	Pre-K	
	Angela Baltazar	Kindergarten	
	Wanda Cavelier	Kindergarten	
	Elizabeth Neighbor	First Grade	
	Marion Parker	First Grade	
	Kacey Moore	Second Grade	
	Valarie Queen	Second Grade	
	Briaunna Hopkins	Third Grade	
	Porche Mosby	Third Grade	
	Tequila Jones	Fourth Grade	
	Monica Robertson	Fourth Grade	
	Naya McGill	Fifth Grade	

	Kiersten Smith	Fifth Grade	
	Renee Bingham	ESS - Autism	
	Meshone Zanders	ESS - Self-Contained Combo	
	Sedalia Ray	ESS - Self-Contained Combo	
	Brittany Jackson	Music Teacher	
	Courtland Hampton	Physical Education Teacher	
	Rosalyn Beachamp Edemeka	School Counselor	
	Shaletha Jackson	Math Coach	
	Jeanetta Tansiel	Title I Paraprofessional	
	Chartavia Scott	Title I Parent Liaison Paraprofessional	
	Jonathan Borne	ESS Paraprofessional	
	Karen Ramsey	ESS Paraprofessional	
	Alfred Sanders	ESS Paraprofessional	
	Camyrn Hayes	ESS Paraprofessional	
	Karen Hurst	Executive Secretary	
	Stacey Sharon	Clerk	

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.

Stakeholder	Data Types			
	Cognitive	**Attitudinal**	**Behavioral**	**Archival/Contextual**
Administrators		• Administrator Questionnaires • Administrator Interviews		• Demographics
Teachers		• Teacher Focus Groups • Teacher Surveys • Teacher Interviews	• Classroom Observations • Walkthroughs • Attendance Rate	• Demographics
Students	• LEAP 2025 • End-of-Course (EOC) • ACT • DIBELS • DRA • Benchmark Assessments • STAR • SRI	• Student Surveys • Student Focus Groups • Student Interviews	• Classroom Observations • Walkthroughs • Discipline Rates • Attendance Rates	• School Report Cards • Demographics • Subgroup Components • Tableau Reports • Climate Surveys
Parents		• Parent Survey • Parent Focus Group • Parent Interviews	• Attendance Rates (school participation)	• Demographics

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 - 2025 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.	Attendance Rate is: 90%	JCampus
2.	Number and Operations in Base Ten (5.NBT.B.6) is a relative strength in Math when compared to the network: 70%	ANET Math
3.	2nd Grade increased the percentage of students scoring benchmark from 21% to 51%	Dibels (BOY and EOY 22 - 23 SY)

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: **The facilities create a safe and orderly environment for all students.**	
Instrument(s): Student Spring Surveys 2023, Compass Observations 2023 - 2024, ED Report Fall 2023	
Data Type: 1. Attitudinal 2. Behavioral 3. Behavioral	**Findings** 1. 1. 89% of students strongly agree or agree that they feel safe while at school (Student Surveys Spring 2023) 2. 76% of teachers observed were proficient in the use of classroom management strategies (Informal Compass Observations 2023 - 2024 SY) 3. Principal scored Proficient on Domain 2C – Creates and uphold systems which results in a safe and orderly school environment (ED Report Fall 2023)

Contributing Factor: **Master Schedule maximizes instructional minutes**	
Instrument(s): 2023 - 2024 Master Schedule	
Data Type: .1. Archival 2. Behavioral 3. Attitudinal	**Findings** 1. Master Schedule reflects protected instructional time for all core content areas (Master Schedule 2023 – 2024 SY) 2. 80% of teachers observed were proficient in managing routines, procedures, transitions, and handling of supplies and material (Principal Walkthroughs 2023 - 2024 SY) 3.The principal noted in memos and meetings that most teachers have been effectively implementing bell to bell instruction (Meeting/Memo Notes)

Contributing Factor: **On-going Professional Development to address core content strategies**	
Instrument(s): ILT Agendas, PLC Agendas, and PD Agendas	
Data Type: 1. Archival 2. Behavioral 3. Attitudinal	**Findings** 1. Master Schedule reflects PLC days/times for all grade-levels 2. 95% of PD Agendas represents core content learned 3. The principal noted that 80% of teachers on coaching plans showed improvement in overall teaching performance.

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

Part 2: WEAKNESSES

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

	WEAKNESSES	DATA SOURCE/INSTRUMENT
1.	Low percent proficiency on 2025 LEAP Assessment: Grade 3: ELA 22%, Math 24% , Science 8%, and Social Studies 0% Grade 4: ELA 28%, Math 23%, Science 29%, and Social Studies 11% Grade 5: ELA 40%, Math 51%, Science 19%, and Social Studies 14%	LEAP Spring Reports 2023
2.	Low average percent on ELA Reading Performance: Grade 3: 78% (weak) Grade 4: 72% (weak) Grade 5: 49% (weak)	LEAP Spring Reports 2023
3.	Low average percent on Math Performance (Major Content): Grade 3: 73% (weak) Grade 4: 74% (weak) Grade 5: 43% (weak)	LEAP Spring Reports 2023

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: Using Data-Driven Instruction consistently and effectively	
Instrument(s): COMPASS Leader Self-Reflection 2022, JCampus Gradebook, LEAP Spring Report 2023	
Data Type: 1. Attitudinal 2. Archival 3. Cognitive.	**Findings** 1. Administrators indicate that teachers are not consistently using data for instructional purposes (COMPASS Leader Self-Reflection 2023) 2. JCampus Gradebook Data supports that approximately 50% of assessments were not modified to meet students needs. 3. Low average percent proficient in Reading Performance: 3rd grade 78% (weak). (LEAP Results 2023)

Contributing Factor: Lack of effective strategies implemented to consistently engage students in instruction

Instrument(s): Administrators Walkthroughs, Student Surveys 2023

Data Type:	**Findings**
1. Behavioral 2. Attitudinal 3. Cognitive	1. Less than 60% of students observed were authentically engaged in the lesson (Admin. Walkthroughs) 2. In the Student Climate and Culture Survey, 63% of the students agreed that they mostly complete worksheets while in class at school and 62% agreed that they listen to teachers talk most of the time in their classes. 3. 3rd Grade LEAP Writing Performance was 59% (weak)

Contributing Factor: Utilizing research-based strategies in Using Question and Discussion Techniques

Instrument(s): Administrator Walkthroughs, Compass Rubric, Benchmark Assessments

Data Type:	**Findings**
1. Behavioral 2. Archival 3. Cognitive	1. Less than 50% of walkthrough and formal observations indicate students have minimal opportunities to discuss ideas with peers and extend their thinking 2. 3. Benchmark Assessments (ANET): Students in grades 3 - 5 are still averaging less than 40%.

*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**

Core Academics: *ELA, Math, Science, Social Studies*	

Weaknesses:	Weaknesses are the identified areas from the cognitive data (student performance). Be specific. ***List weaknesses for each Core Academic area and the subgroups.***
	
	 ELA- 22% (Grade 3) of students scored Basic and above on the Spring 2023 LEAP State Assessment (78% Non-proficient)
	     Performance achieved in Written Expression (46% Moderate to Strong)
	   28% (Grade 4) of students scored Basic and above on the Spring 2023 LEAP State Assessment (72% Non-proficient)
	   Performance achieved in Reading Performance (28% Moderate to Strong)
	   40% (Grade 5) of students scored Basic and above on the Spring 2023 LEAP State Assessment (60% Non-proficient)
	   Performance achieved in Written Performance (54% Moderate)
	 Math – 24% (Grade 3) of students scored Basic and above on the Spring 2023 LEAP State Assessment (76% Non-proficient)
	      Performance achieved in Major Content (27% Moderate to Strong)
	   23% (Grade 4) of students scored Basic and above on the Spring 2023 LEAP State Assessment (77% Non-proficient)
	   Performance achieved in Major Content (26% Moderate to Strong)
	   51% (Grade 5) of students scored Basic and above on the Spring 2023 LEAP State Assessment (49% Non-proficient)
	   Performance achieved in Major Content (54% Moderate to Strong)
	 Social Studies – School-wide weakness with overall less than 15% of students performing basic and above.
	   3rd Grade 0% of students scored Basic and above (100% Non-Proficient)
	     Lowest performance achieved in Civics (5%)
	   4th Grade 11% of students scored proficient (89% Non-proficient)
	     Lowest performance achieved in Geography (15%)
	   5th Grade 14% of students scored proficient (86% Non-proficient)
	     Lowest performance achieved in Economics (5%)
	 Science - School-wide weakness with overall less than 20% of students performing basic and above.
	   3rd Grade 8% of students scored Basic and above (92% Non-Proficient)
	     Lowest performance achieved in Evaluate(20%)
	   4th Grade 29% of students scored proficient (71% Non-proficient)
	     Lowest performance achieved in Investigate 29%)
	   5th Grade 19% of students scored proficient (81% Non-proficient)
	     Lowest performance achieved in Reason Scientifically (22%)

Objectives:	An objective is an expression of the desired specific outcome. Each should be clearly stated, measurable, linked to the stated goal, and realistic. ***Identify objectives for each Core Academic area and the subgroups.*** ELA - To increase students who scored basic and above on the Spring LEAP for 2024 SY… 3rd grade – 22% to 27% 4th grade – 28% to 33%

	5th grade – 40% to 45% Math – To increase students who scored basic and above on the Spring LEAP for 2024 SY… 3rd grade – 24% to 29% 4th grade – 23% to 28% 5th grade - 51% to 56%				
Evidence-Based Strategies:	✔ Data-Driven Decision Making	✔ Response to Intervention	✔ Job-Embedded PD	✔ Technology Integration	☐ Other:

CORE ACADEMICS - ELA	**Tier 1 Resources:**	**DELETE INFO THAT DOES NOT APPLY** Pre-K: Big Day K -2: Expeditionary Learning (EL) 3rd – 5th: Louisiana Guidebooks 6th - 8th: myPerspectives 9th – 12th: myPerspectives

☐ **Student Achievement**	☐ **Exemplary Customer Service**	☐ **Operational Excellence**	☐ **Employee Development**

Historical Data Trends:

School Year	20-21 LEAP	21-22 LEAP	22-23 LEAP	23-24 LEAP	22-23 ANet	23-24 ANet
ELA Trends	29.7	32.5	26.9	32.1	32%	34%
Subgroup Trends			IEPS - 8% ELL - 0% FRL - 29% Black - 31%		IEPS - 27% ELL - 27% FRL - 32% Black - 32%	IEPS - 27% ELL - 34% FRL - 34% Black - 34%

Pre-Kindergarten Literacy EOY Data			
	Skill Objective	**% Below Expectations**	**% Meeting Expectations**	**% Exceeding Expectations**
	Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition *(rhyming, initial sounds, phoneme segmentation)*	0%	50%	50%
	Objective 16			

Literacy **Measure: PK TS GOLD**	Demonstrates knowledge of the alphabet *(naming letters & letter sounds)*			
	Objective 17 Demonstrates knowledge of print and its uses. *(uses and appreciates books and other texts & uses print concepts)*	0%	100%	0%
	Objective 18 Comprehends and responds to books and other texts *(interacts during reading experiences, book conversations, and text reflections, uses emergent reading skills, retelling, uses context clues, and reads fluently)*	5%	95%	0%
	Objective 19 Demonstrates writing skills *(writes name, writes to convey meaning, and writes using conventions)*	0%	70%	30%

K-3 Literacy EOY Data (in %)					
DIBELS	**Grade Level**	**Well Below Benchmark**	**Below Benchmark**	**Benchmark**	**Above Benchmark**
	Grade K	56%	20%	17%	7%
	Grade 1	54%	17%	20%	9%
	Grade 2	38%	11%	37%	14%
	Grade 3	67%	8%	22%	3%

	Grade 4				

AMBITION

- Based upon your data trends, what is the area of focus?
- What is the LADOE target? <u>Link to LDOE Data Library</u> <u>Louisiana School Finder</u>
- Based upon the data trends, state target, and student learning needs, what is the <u>SMARTE Goal Worksheet</u> 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 ORF/oral reading fluency and WRF/word reading 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 and small group instruction.
LADOE Target:	We will grow our ELA assessment index score from 26.9 to 29.9 (10% growth).
SMARTE Goal:	By Interim 3 of Spring 2024 the average score on ELA ANET will be 41%. ==Students in grade bands pre-k through 3 will demonstrate three to five percentage point annual growth on ELA benchmark assessments such as TS Gold and DIBELS.==
Benchmark Goals:	**Q1 Benchmark Goal**
	Average score on ELA ANET Interim I will be 31% which will be a 5% growth from last year's Interim I score. **Interim I score for 23-24 SY was 26% (-5% decline from projection)**
	Q2 Benchmark Goal
	Average score on ELA ANET Interim II will be 36% which will be a 5% increase from Interim I. **Interim II score for 23-24 SY was 39% (+3% growth from projection)**
	Q3 Benchmark Goal

	Average score on ELA ANET Interim III will be 41% which will be a 5% increase from Interim II. Interim III score for 23-24 SY was ___...
	Q4 Benchmark Goal
	By the end of May 2024, 40% of students will attain basic or above on the ELA component of the LEAP 2025 assessment.

AFFIRMATION

- Where have gains been made? What strategies were used?
- Who were the key individuals in achieving these gains?
- How will you leverage those individuals and strategies for continuous improvement this school year?

Areas of Progress: There was a strength in Informational Text and Vocabulary.

ANALYSIS

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

School's Priority: Improve reading foundational skills K - 3; 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).

Student Learning Problem: Students lack exposure to HOT questions, collaborative discussions, consistent implementation of writing strategies (e.g. RACE, IBC, etc.)

Root Cause & Supporting Data: Teacher Capacity - 2 brand new ELA teachers and 1 new ELA teacher to 3rd grade

Student Impact (Measurable Impact): Educator Professional Learning Needs: There is a need for in depth training on decomposing standards; backwards design in planning, internalizing lessons; student collaboration and engagement.

ACTION STEPS					
Actions Steps & Progress Indicators					
Strategies to address Root Cause *(Choose at least one to action plan)*	*Specific Activities*	*Person(s) Responsible*	*Timeline*	*Progress Indicators*	*Funding Source and Cost*
Instructional	*Weekly, in each core content area, teachers will use a variety of research-based instructional strategies such as:* ● RACE Strategy ● Close Reading ● Repeated Reading Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly. (***Identify core content interventions as appropriate*).** ● Dibels 8th Edition ● Smarty Ants/Achieve 3000 ● Amira Learning ● Sound Walls Each month, teachers will meet in Vertical Planning sessions (Oct.) for ongoing professional development. Teachers will begin working with coaches on Know Show Charts to decompose ELA content standards. Teachers will differentiate instruction by modifying instructional activities to meet the needs of all students as identified by assessments (Utilizing Criteria for Annotations).	Principal Literacy Coach Title I Paraprofessionals Classroom Teachers	Aug. 2023 - May 2024	Lesson Plans Classroom Observations Walkthroughs Progress Monitoring Smarty Ants/Achieve 3000 Amira Learning ANet Data Unit Assessments/ Culminating Tasks Illuminate Data Student Work Samples PLC/PD Agendas Know and Show Charts Campus PD	

	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. Teachers will implement high-yield TLAC strategies in daily lessons. ==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).== Teachers will be given an overview of the SHE Instructional Framework: Protocols for incorporating daily best practices.				

Cultural/ Behavioral	Build effective communication within the school
	   - Weekly staff memos
	   - Monthly Parent Newsletters
	   - Monthly Positive Calls (for each student)
	Set and maintain clear goals/vision for student achievement
	   - mission/vision
	   - school-wide theme
	   - school-wide academic/behavior goals
	Model respectful behavior to all members of the school community at all times
	
	Differentiating for individual needs
		Principal
		Literacy Coach
		Classroom Teachers
			August 2023 - May 2024	Stakeholder Surveys
				
				Principal Memos to Staff
				
				Newsletters	

	- Academic/Behavior Interventions			
Operational	Planning/PLCs will take place weekly. Re-teaching/ Re-assessing Teachers will implement Master Schedule with fidelity Time on Task	Principal Literacy Coach	August 2023 - May 2024	Agendas Walkthroughs Formal/Informal Observations Master Schedule	

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 BIG Day
K-2nd: DRDP, DIBELS, K-2 Formative Tasks, Eagle, Assessments Embedded in Expeditionary Learning (EL)
3rd-5th: ANET Assessments, DIBELS, Assessments Embedded in Wit and Wisdom and Louisiana Guidebooks, DRDP
6th - 8th: ANET Assessments, Assessments Embedded in Louisiana Guidebooks, myPerspectives
9th – 12th: Assessments Embedded in myPerspectives, ANET Assessments

CORE ACADEMICS - Mathematics	**Tier 1 Resource:** Eureka

□ Student Achievement	□ Exemplary Customer Service	□ Operational Excellence	□ Employee Development

Historical Data Trends:

School Year	20-21 LEAP	21-22 LEAP	22-23 LEAP	23-24 LEAP	22-23 ANet	23-24 ANet
ELA Trends	20.3	34.2	30.3	26.0	37%	37%
Subgroup Trends			IEPS - 19% ELL - 33% FRL - 32% Black - 34%		IEPS - 36% ELL - 29% FRL - 36% Black - 37%	IEPS - 37% ELL - 37% FRL - 37% Black - 38%

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)	K-2 Addition and Subtraction- concepts, skills, and problem solving, place value 3-5 Multiplication and division of whole numbers and fractions - concepts, skills, and problem solving
LADOE Target:	We will grow our math assessment index score from a 30.2 to a 33.2 (a 10% growth target).
SMARTE Goal:	All students in Grades K - 2 will increase their overall math performance by 3 - 5 percentage points utilizing Illuminate. All students in Grades 3 - 5 will increase their overall math performance by 3 - 5 percentage points utilizing ANET.
Benchmark Goals:	**Q1 Benchmark Goal**

	Average score on Math ANET Interim I will be 42% which will be a 5% growth from last year's Interim I score. **Interim I score for 23-24 SY was 39% (-3% decline from projection)**
	Q2 Benchmark Goal
	Average score on Math ANET Interim II will be 47% which will be a 5% growth from Interim I score. **Interim II score for 23-24 SY was 38% (-9% decline from projection)**
	Q3 Benchmark Goal
	Average score on Math ANET Interim III will be 52% which will be a 5% growth from Interim II score. **Interim III score for 23-24 SY was _____…**
	Q4 Benchmark Goal
	All students in Grades 3 - 5 will increase their overall math performance by 3 - 5 percentage points utilizing ANET.

AFFIRMATION

- Where have gains been made? What strategies were used?
- Who were the key individuals in achieving these gains?
- How will you leverage those individuals and strategies for continuous improvement this school year?

Areas of Progress: Gains were made in 5th grade specifically on Number and Operations in Base Ten (5.NBT.B.6) is a relative strength in Math when compared to the network: 70%. This goal was attained through targeted interventions w/ a seasoned teacher, after-school tutoring groups, targeted small group instruction, and the utilization of Dreambox.

ANALYSIS

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

School's Priority: To improve problem solving and reasoning skills in Math; 3-5 Multiplication and division of whole numbers and fractions - concepts, skills, and problem solving; K-2 Addition and Subtraction- concepts, skills, and problem solving, place value

Student Learning Problem: Students need consistent daily explicit instruction; access to open-ended constructed response problems in class; use of RDWW strategy (teacher must model and guide students through gradual release).

Root Cause & Supporting Data: Students lack opportunities to intellectually engage in math classes (e.g. use of manipulatives, student discourse, and high DOK questioning, etc.)

Student Impact (Measurable Impact): 63% of students in grades 3 - 5 performance rating was weak.

Educator Professional Learning Needs: More training around RDW and the feedback process. Teachers must also specify in lesson plans where we will target open-ended constructed responses. Teachers must also receive training in deconstructing state standards.

ACTION STEPS
Actions Steps & Progress Indicators

Strategies to address Root Cause *(Choose at least one to action plan)*	Specific Activities	Person(s) Responsible	Timeline	Progress Indicators	Funding Source and Cost
Instructional	Teachers will differentiate instruction by modifying instructional activities to meet the needs of all students as identified by assessments. - Student Discourse - Using Academic vocabulary orally and in written formats Classroom teachers will provide whole group and small group instruction to focus on skills that need to be re-taught. Tier 2 and Tier 3 students will be the focus of small group instruction. All students will complete Dreambox lessons daily between 15 - 30 minutes. All teachers will incorporate district-wide	Principal Math Coach Classroom Teachers	August 2024 - May 2025	End of Module Data (Illuminate) Student Work Samples/ Mathematical Tasks Student Analysis Dreambox Reports PLC/PD Agendas	

	RDW math strategy to teach Problem Solving and Constructed Response skills by focusing on students justifying and expressing mathematical reasoning weekly. Each month, teachers will meet in Vertical Planning sessions for ongoing professional development. Teachers will begin working with coaches on Know Show Charts to decompose Math content Standards. Teachers will implement high-yield TLAC strategies in daily lessons. Hands-On Flex Days - manipulatives are in use throughout the lesson for Math				
Cultural/ Behavioral	Build effective communication within the school - Weekly staff memos - Monthly Parent Newsletters - Monthly Positive Calls (for each student) Set and maintain clear goals/vision for student achievement - mission/vision - school-wide theme - school-wide academic/behavior goals Model respectful behavior to all members of the school community at all times Differentiating for individual needs - Academic/Behavior Interventions Mathematician of the Month	Principal Math Coach Classroom Teachers	August 2023 - May 2024	Stakeholder Surveys Principal Memos to Staff Newsletters	

Operational					

DELETE INFO THAT DOES NOT APPLY.
Include assessment frequency in parenthesis behind each assessment.

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
Pre-K: Assessments Embedded in Eureka Math
K-2nd: Assessments Embedded in Eureka Math
3rd-5th: ANET Assessments, Assessments Embedded in Eureka Math
6th - 8th: ANET Assessments, Assessments Embedded in Eureka Math
9th – 12th: Assessments Embedded in Eureka Math, ANET Assessments

CORE ACADEMICS – Science	Tier 1 Resources:

☐ 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
Instruction: Teachers will differentiate instruction by modifying instructional activities to meet the needs of all students as identified by assessments 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. Teachers will receive Professional Development on the following: - Unpacking the Science Curriculum Standards - Implementing Phenomenon Based Instruction - The Science Engineering Practices - The 3-dimensional approach to teaching/learning science Coaching will be provided by the school leadership team and district specialist through modeling and team teaching to understand appropriate implementation of the standards.	Principal Dean District Specialist Classroom Teachers	August 2024 - May 2025		Lesson Plans Classroom Observations Title I budget denoting expenditures Student Work Samples PLC/PD Agendas

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)**:**
PK - 5 Embedded Assessments in Curriculum / Resources and/or Teacher-Made Assessments (Weekly); District Benchmark (Fall and Spring)

CORE ACADEMICS – Social Studies

Tier 1 Resources:

☐ 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
Instruction: ● 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. ● 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. ● 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. ● 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. ● Teachers in grades K and 1 will be required to alternate Social Studies instruction with Science. ● Teachers will be provided professional development in the following areas: Unpacking Curriculum Standards, DBQ's, CFA/Performance Task Creation.	Principal Dean of Students Literacy Teacher Classroom Teachers Librarian District Specialist	August 2024 - May 2025		Lesson Plans Classroom Observations Title I budget denoting expenditures Student Work Samples PLC/PD Agendas

DELETE INFO THAT DOES NOT APPLY.
Include assessment frequency in parenthesis behind each assessment.

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
K - 2nd: Embedded Assessments in Curriculum / Resources and/or Teacher-Made Assessments (Weekly), District Benchmark (Fall and Spring)
3rd - 5th: Embedded Assessments in Curriculum/Resources and/or Teacher-Made Assessments (Weekly), District Benchmark (Fall and Spring)

Non-CORE Academics

Resources:

☐ 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
Instruction: **Physical Education (PE)** - 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. At Sharon HIlls ES the following will address the operations of the physical education classes: - All students will participate in physical education - Class size will approximate those of other content areas. - All classes will be taught by a qualified physical education teacher - The curriculum will be developmentally appropriate addressing the Louisiana Physical Education Standards. - Equipment and facilities will be adequate and safe. **Music** - the design option of the music curriculum is *The Traditional Approach*. 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. 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. **Library -** 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.	Principal Dean of Students Ancillary Teachers	August 2024 - May 2025		Lesson Plans Classroom Observations Title I budget denoting expenditures Fine Arts Performance/Showcase PLC/PD Agendas

DELETE INFO THAT DOES NOT APPLY.
Include assessment frequency in parenthesis behind each assessment.

Assessments (Evidence of Effectiveness - indicate data instrument to be used, what will be measured or assessed, by whom, and frequency)**:**
K - 2nd: Embedded Assessments in Curriculum / Resources and/or Teacher-Made Assessments (Weekly), District Benchmark (Fall and Spring)
3rd - 5th: Embedded Assessments in Curriculum/Resources and/or Teacher-Made Assessments (Weekly), District Benchmark (Fall and Spring

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

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

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

☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development

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

Professional Development: (Consider linking your ILT Long Range Plan)
● Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by
ELA
  o Pre-K: HMH, District
  o K-2nd: Great Minds, Better Lessons, District, ELA Content Leader, Literacy Coach
  o 3rd-5th: Learn Zillion, Better Lessons, District
 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 <u>EL curricular resources whereby teachers understand this Tier 1 curricular resource's alignment with the DIBELS Screener</u>
● Provide training and support for the administering of <u>EL Education Benchmark Assessment</u>
● 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
	Principal
	Dean of Students
	Literacy/Math Coaches
	Mentor Teachers
	District Specialists
		July 2024 - 2025		PD Agendas
				Sign-In
				PLC Agendas

to guide and support literacy instruction and pedagogical practices grounded in the science of reading
 	
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., <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
● Provide training and support on unit and lesson internalization
● 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
● 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)
 	
Math
    o   Great Minds
 	
● 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.
(Link for [Coaching Plans](#))
    o   Coaching Cycle #1
    o   Coaching Cycle #2
    o   Coaching Cycle #3
    o Coaching Cycle #4			

ELA and Math Content Leaders/Coaches will provide content and curriculum-specific training to fellow teachers.
Mentor Teacher will provide one-on-one coaching, lead frequent observations/feedback cycles, and review instruction materials and student work.
 	
● Prior to the students' first day of school, professional development will be provided to faculty. Teachers will identify grade level appropriate competencies according to the LSS. PD will focus on developing and implementing lessons (using grade level competencies) that address high-order thinking, integrating, writing into all content areas, and meaningful utilization of technology in all content areas.
● During weekly team meetings, teachers will utilize student data to collaboratively develop activities and lesson plans that incorporate varied instructional strategies into the curriculum.
 	
● Weekly meetings will include the following regular examination of assessment data, and formulating appropriate lessons that include re-teaching, small group instruction, instructional grouping, higher-order thinking, differentiated instruction and the integration of writing and technology. Teachers will receive vertical planning quarterly to discuss data and standards across grade levels and content areas.
 	
● **SEL** (*What professional development is needed to ensure faculty members are able to implement the MTSS plan?*
    o   SEL
    o   Academics
    o Behavior				

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:	
S	All teachers will deliver the SEL curriculum daily for 15 minutes which is embedded within the Master Schedule as follows: K and 1st Grade Teachers - 1:00 - 1:15 2nd Grade Teachers - 12:00 - 12:15 3rd Grade Teachers - 12:45 - 1:00 4th and 5th Grade Teachers - 10:00 - 10:15	S	Sharon Hills 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.
M	We will measure success through monitoring rethinkEd usage data, observations of lessons, student quiz scores, student work samples, and pre/post assessments.	M	We will measure success through monitoring discipline data through the "Big 5" data reports monthly (discipline, by infraction, time, location, student and teacher)
A	Right now SEL instruction is a challenge, we only have 20 -	A	Right now, discipline is a major concern on campus, we have

	25% of teachers implementing the curriculum with fidelity. This goal of 100% teaching is ambitious, it is also attainable since we have adjusted school schedules to provide designated times.		7% of students who have received an ISS or OSS. This goal is to reduce students receiving a suspension by 3 - 5%. It is attainable because of the action items we have put into place.
R	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.	**R**	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.
T	- By the end of August all students in grades 3 - 5 will pretest in rethink Ed. - By the second week of school we will begin the scope and sequence for SEL instruction - Monthly, teachers will focus on one training area to strengthen their own knowledge	**T**	- By the end of August we will have explicitly taught all behavior expectations to students - Each month we will have a focus area to work on and a discipline challenge for students to work on - Each month we will celebrate students who exhibit positive behavior. - Our goal is to see a reduction in discipline each month, when compared to the previous year.
I	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.	**I**	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.
E	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.	**E**	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.

Goal Statement:
During the 24-25 school year, Sharon Hills Elementary School is going to 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.

Goal Statement:
During the 24 - 25 school year, Sharon 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.

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
Tier I	
- Curricular resources used: Eureka, Guidebooks, EL Curriculum, Amplify, LDOE Scope and Sequence, & DBQ Project - Instructional Strategies will include Teaching Like a Champion strategies and Differentiated Instruction - Scaffolding - Graphic Organizers - Flexible Grouping/ Small groups - Cooperative Learning	- PBIS--School wide Behavior Expectations taught first day and week of school (each day one expectation --each subject contributes - SEL lessons daily first 20 - ICARE prevention lessons - Counselor lessons
Tier II	
- Using Small groups during the block to deliver targeted assistance - Scheduled Interventions - Referral to after school programs - Strategies we are going to focus on to ensure consistency in delivering Tier II - Use of Manipulatives - Use of sentence frames - Use of Visual Aids	- Mentoring with SST Member - Daily Check in/Check out - Restorative Circles - Reset Room - SEL Lessons - Tier II sessions with Counselor or ICare - Behavior Support Plans using Insights to Behavior (individual students on a case by case basis)
Tier III	
- Individual or small groups to address individual needs while focusing on foundational gaps. - Referral to SBLC	- Functional Behavior Assessment with Individualized Behavior Plans - ESS Behavior Strategist (ESS Students)

	● Referral to Social Worker ● Tier III lessons or sessions

Monitoring Interventions

How will your school make sure that interventions are taking place?
- Instructional leadership team will monitor interventions utilizing our weekly observation/feedback schedule. Someone from ILT will also be in PLC's to help facilitate discussions over student data and interventions.

Scheduling

Mandatory:

What is the designated time for Explicit SEL Instruction?
- K and 1st Grade Teachers - 1:00 - 1:15
- 2nd Grade Teachers - 12:00 - 12:15
- 3rd Grade Teachers - 12:45 - 1:00
- 4th and 5th Grade Teachers - 10:00 - 10:15

How will time be scheduled for PLCs/Grade or Content Teams?
- Vertical planning will take place on the 3rd Monday of the month during elective period.
- PLC Schedule

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			
	Be Respectful	**Be Responsible**	**Be Prepared**	**Be Safe**
Classroom	Keep hands, feet, and objects to yourself Use kind words and actions only Use materials, books, and technology for school work only Take pride in your school work	Follow all directions the first time given Raise your hand for permission to speak Stay in your seat unless given permission to get up Stay on the learning goal/task	Be on time and ready to learn Unpack all necessary materials for class	Stay in class unless you have permission to leave.
Hallway	Use appropriate language Be respectful towards others Pick up paper/trash when dropped Level 0 Voice Hands in your pockets or beside you	Take care of your needs Be prepared/on time Maintain a clean personal appearance (e.g. tuck in shirt, tie shoelaces, etc.) Walk in a straight line facing forward at all times	Arrive to your destination in a timely manner Be prepared for class activities Always have a hall pass when alone	Walk at least one square away from the wall Walk to your "right" at all times Keep off walls (e.g. hands, feet, and objects)

Cafeteria	Show respect for others Stay in line Clean up after yourself	Place all trash in trash cans Pick up and/or wipe area on table after eating Remain seated Level 0 Voice	One trip through the lunch line (e.g. get utensils, milk, etc.)	Single file lunch lines No horseplaying
Restroom	Be considerate Respect others privacy Use trash cans Flush!	Use the nearest restroom Secure a restroom pass from teacher Report inappropriate behavior and vandalism	Use time wisely *(Try!)* Be Prompt! Wash Hands!	Enter in an orderly manner Leave area clean/tidy-be courteous No horse playing Keep water in the sink and off the floor
Bus	Follow bus driver's directions Use kind words and actions Keep hands, feet, and other objects to yourself.	Keep all belongings in your backpack. Save snacks and drinks for home.	Arrive early to your stop Be ready to exit bus at your stop (once the bus stops)	Arrive early to your stop Be ready to exit bus at your stop (once the bus stops)
Arrival/ Dismissal	Respect others' personal belongings Respect others' personal space	Arrive to school in uniform (correct dress code) Keep hands and feet to yourself Report to the cafeteria to eat breakfast	Arrive to school excited, prepared, and ready to learn! Have all materials needed for the day. Display HAWK Pride!	Upon arrival, walk quickly and quietly down the yellow line to eat breakfast, then the restroom, and class.

		Use the restroom closest to your classroom Report to class and unpack your backpack, collect materials needed, and begin focus activity.		

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 Super Hawk Raffle Tickets daily for positive behavior.
- Weekly Super Hawk 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
Parent and Family Engagement: Topics such as the school calendar, home-school partnerships, and the A3 + C initiative will be shared with parents in such activities as: - Orientation / Back to School Meet and Greet - Workshops for parents, family, and the community (Virtual and/or in person) - <mark>DIBELS Parent Meeting</mark> - Spring Testing Parent Meeting - Newsletters and school website Additional parent and family engagement activities may include: - <mark>Literacy Night</mark> - Fall Festival - Math/Science Night	Principal Dean of Students Counselor Instructional Coaches Classroom Teachers Paraprofessional Parent Liaison	August 2024 - May 2025		

MTSS Parent and Family Engagement:

How are you going to communicate with parents about the MTSS plan? How are you working with students this year? How are you going to increase parental involvement in MTSS?

MTSS Plan Overview	We are going to include our MTSS plan in our back to school parent meeting/open house.
Academic Programs & Interventions	Students who are being provided intervention services or plans will have a letter sent home explaining what is happening to their parents. If there is a concern, teachers will contact parents to notify them of issues and how we are planning to

	address them.
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.*
- We are going to seek sponsorship for student incentives who make progress or meet their goals.
- We are going to share a few activities with our partners and see where they can help us.
- We will work to increase community involvement in the school.

Instruction by Certified Teachers – Certified Teacher Recruitment

(Schoolwide Component 3)

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

☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development

Action Steps	Persons Responsible	Target Date(s)/Timeline	Funding Source(s) and Cost	Documentation
• **(CIR & UIR Academics)** Schools will partner, as appropriate, with the New Teacher Project, LSU, Southern University, Southeastern University of LA, Relay and/or Teach for America to meet the school's workforce needs. • **(CIR & UIR Academics)** Mentor Teachers will … to undergraduate residents and Post-Bac candidates.	District Leads, Principal, and Instructional Coaches	July 2024 - May 2025		Highly Qualified Staff Personnel Transaction Form – Document Title I File Resumes from prospective hires

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**

☐ Student Achievement	☐ Exemplary Customer Service	☐ Operational Excellence	☐ Employee Development	
Action Steps	**Persons Responsible**	**Target Date(s)/Timeline**	**Funding Source(s) and Cost**	**Documentation**
Pre-K and Kindergarten teachers will collaborate during vertical planning quarterly to prepare students for the transition. During this collaboration student data will be reviewed (TS Gold, DIBELS, goals and objectives) for transfer of practice and support. In January 2023, we will host Pre-K and K roundup to promote early registration for the 2023 – 2024 school year, focusing on Pre-K centers within the community. 5th grade students and parents will attend an orientation program, sponsored by the school counselor in partnership with ICARE that emphasizes transitioning from Elementary to Middle school.	Principal, Literacy Teacher, Pre-K Teacher, Kindergarten Teachers, School Counselor, ICARE Specialist	August 2024 - May 2025		Teachers will create a sign-in sheet and agenda for documentation. A copy of the alignment plan will be analyzed to facilitate planning. Agendas/Program/Reflection Sheets from activities Guidance Counselor Curriculum

Executive Director Quarterly Review

Quarter #1 Date:	Evidence and resources reviewed	Potential Adjustments
Quarter #2 Date:	Evidence and resources reviewed	Potential Adjustments
Quarter #3 Date:	Evidence and resources reviewed	Potential Adjustments
Quarter #4 Date:	Evidence and resources reviewed	Potential Adjustments