



East Baton Rouge Parish School System Schoolwide Plan The Baton Rouge Center for Visual & Performing Arts



Pre-Kindergarten – 5th Grade (K - 5 Magnet)
2040 S. Acadian Thruway, Baton Rouge, LA 70808
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www.brcvpa.org

2025 - 2026

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District Assurance

- The plan was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed for one year, 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.

 _____ Louis L. Moore, Ed.D., BRCVPA Principal	Date 07/21/2025
_____ Joni Sam, EBRPSS Executive Director	Date 07/21/2025

Faculty and Staff Review

Date	Name	Position	Signature
	Dr. Louis L. Moore	Principal	
	Georgianna Boudreaux	Assistant Principal	
	Dawn Henderson	Assistant Principal	
	Sydney Hebert	Magnet School Coordinator	
	Megan Zanes	Dean of Students/School Test Coordinator	
	Letia Barber	School Counselor	
	Ethel Wilkinson	Reset Room Moderator	
	Jherica James	PK-4 BEST Teacher	
	Beverly Thomas	Pk-4 Title 1 Teacher	
	Kelli Rayburn	Kindergarten Teacher	
	Kimberly LaFont	Kindergarten Teacher	
	Santrice Bradford	Kindergarten Teacher	
	Kathryn Robshaw	Kindergarten Teacher	
	Kimberly Turner	1st Grade Teacher	
	Janae Hoskins	1st Grade Teacher	
	Jennifer Couvillion	1st Grade Teacher	
	Leslie Darensbourg Pierre	1st Grade Teacher	
	Caroline Durr	2nd Grade Teacher	
	Jacquelyn Anthony	2nd Grade Teacher	
	Holley McArthur	2nd Grade Teacher	

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	Jasmine Washington	2nd Grade Teacher	
	Michelle Wojewoda	3rd Grade Teacher	
	Eukira Hunter	3rd Grade Teacher	
	Monique Taylor	3rd Grade Teacher	
	Amanda Doyle	3rd Grade Teacher	
	Leslie Phillips	4th Grade Teacher	
	Ashley Gaubert	4th Grade Teacher	
	Anna Teal	4th Grade Teacher	
	LaMonica Dixon	4th Grade Teacher	
	Jasmine Payne	5th Grade Teacher	
	Lauren Switzer	5th Grade Teacher	
	Falysia Kilbourne	5th Grade Teacher	
	Melissa Jackson	5th Grade Teacher	
	Kelly Adkinson	Visual Arts Teacher	
	Ashley Cook	Visual Arts Teacher	
	Jessica Ruble	Dance Teacher	
	Raianne Yglesias	Dance Teacher	
	Keri Pertuit	Instrumental Music	
	Victoria Seeger	Vocal Music	
	Kristen Manning	Librarian	
	Lindsey Prather	PE Teacher	
	Jackolyn Cavalier	Executive Secretary	
	Gearthia Hawkins	School Clerk	
	Timothy Callais	Drama Teacher	
	Kiana Naquin	Drama Teacher	
	Allison Loyd	ESS Teacher	

	Jeronica Smith	ESS Teacher	
	Robin Accardo	Reading Interventionist	
	Kerocka Matthews	Pre-K4 BEST Paraprofessional	
	Winnie Ware	Pre-K4 Paraprofessional	
	Elissac Larson	ESS Paraprofessional	
	Carolyn Grants	ESS Paraprofessional	

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

Mission & Vision Statements

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.

BRCVPA's Mission

The mission of the Baton Rouge Center for Visual and Performing Arts (BRCVPA) is to provide students with a rigorous, fun, arts-integrated education in a supportive environment conducive to maximum growth and development in academics, fine arts, wise decision making, and integrity for every student.

BRCVPA's Vision

The vision of the Baton Rouge Center for Visual & Performing Arts (BRCVPA) is to be a school community (students, school administration, core subject teachers, art specialists, school support staff, parents, and stakeholders) that works collaboratively to thrive in academic achievement and develop talents and skills through rigorous arts-integrated learning.

Instructional Leadership Team

What are Instructional Leadership Teams (ILTs)? ILTs are led by the school principal and supported by system-level leadership in design and function. They play an important role on campuses in supporting student and educator success.

An established Instructional Leadership Team meets weekly around

- Improving classroom instruction through analysis of student and teacher data,
- Incorporating best practices for high-impact leader actions, and
- Providing teachers with regular, high-quality feedback and support through an observation/feedback cycle.

The school's ILT comprises school administrators and designated personnel who have roles and responsibilities as ILT members. Each school should appoint a team member based on the context of that school. Teacher leaders, department heads, literacy mentors, math mentors, interventionists, master teachers, mentor teachers, and content leaders are all examples of personnel who may be included in an Instructional Leadership Team's composition.

[BRCVPA Long-Range Plan](#)

(link a copy of the ILT Long-Range Plan)

ILT Members			
ILT Meeting Date and Time: Every Monday at 9:00am			
Louis L. Moore, Ed.D., Principal		Sydney Hebert, M.Ed. , Magnet School Coordinator	
Georgianna Boudreaux, M.Ed. , Assistant Principal		Megan Veron-Zanes, Dean of Students	
Dawn Henderson, M.Ed. , Assistant Principal		Letia Barber, School Counselor	

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"> Administrator Questionnaires Administrator Interviews 		<ul style="list-style-type: none"> Demographics
<i>Teachers</i>		<ul style="list-style-type: none"> Teacher Focus Groups Teacher Surveys Teacher Interviews 	<ul style="list-style-type: none"> Classroom Observations Walkthroughs Attendance Rate 	<ul style="list-style-type: none"> Demographics
<i>Students</i>	<ul style="list-style-type: none"> LEAP 2025 ACT DIBELS DRA Benchmark Assessments STAR SRI LEAP 360 	<ul style="list-style-type: none"> Student Surveys Student Focus Groups Student Interviews 	<ul style="list-style-type: none"> Classroom Observations Walkthroughs Discipline Rates Attendance Rates 	<ul style="list-style-type: none"> School Report Cards Demographics Subgroup Components Tableau Reports Climate Surveys
<i>Parents</i>		<ul style="list-style-type: none"> Parent Surveys Parent Focus Groups Parent Interviews 	<ul style="list-style-type: none"> Attendance Rates (school participation) 	<ul style="list-style-type: none"> Demographics

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

Comprehensive Needs Assessment

SY 2025-2026 Schoolwide Planning

The needs assessment is critical to developing a schoolwide program. The needs assessment reveals the priority areas in which the program will focus. The needs assessment guides the development of the comprehensive schoolwide plan, suggests benchmarks for its evaluation, and as such, is closely linked to all aspects of schoolwide program implementation. The comprehensive needs assessment is based on academic information about all students in the school, including at-risk students; students from diverse racial and ethnic groups; students with disabilities; English Learners (ELs), and migrant students.

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
616	432	131	19	26	64		51		0
Percentage	70.1%	21.3%	3.1%	4.2%	10.3%		8.3%		0%

School Performance Score				
2018-2019 SPS 102.3 Letter Grade A	2021-2022 SPS 93.5 Letter Grade A	2022-2023 SPS 97 Letter Grade A	2023-2024 SPS 93 Letter Grade A	2024-2025 SPS Letter Grade
Assessment Index Score				
2018-2019 SPS 102 Letter Grade A	2021-2022 SPS 91.7 Letter Grade A	2022-2023 SPS Letter Grade A	2023-2024 SPS Letter Grade A	2024-2025 SPS Letter Grade
Progress Index Score				
2018-2019 SPS Letter Grade A	2021-2022 SPS 88.6 Letter Grade A	2022-2023 SPS Letter Grade A	2023-2024 SPS Letter Grade A	2024-2025 SPS Letter Grade

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Pre-Kindergarten EOY Data (delete if not needed)							
TS GOLD Measure	Skill Objective	% Below Expectations		% Meeting Expectations		% Exceeding Expectations	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
	Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition)	55%		44%		0%	
	Objective 16 Demonstrates knowledge of the alphabet	14%		83%		2%	
	Objective 17 Demonstrates knowledge of print and its uses.						
	Objective 18 Comprehends and responds to books and other texts						
	Objective 19 Demonstrates writing skills						
	Objective 20 Uses number concepts and operations						

K-3 Literacy EOY Data (in %) (delete if not needed)									
DIBELS	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
	Grade K	27%	16%	26%	12%	31%	40%	16%	32%
	Grade 1	11%	9%	10%	11%	43%	41%	36%	39%
	Grade 2	10%	7%	22%	10%	38%	31%	30%	48%
	Grade 3	14%	7%	24%	16%	24%	33%	38%	36%

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
K-5	1%	1%	0%	0%	3%	3%

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
6%	7%	2.4%	2%	0%	0.2%

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	4th Grade Students increased the number of advanced scores from 15%-20% (5% increase) on the ELA LEAP2025 Assessment.	LEAP2025 Assessment
2.	53% of 3rd Grade Students had a composite score of “Above Benchmark” on the Dibels 8th Edition Assessment. That is a 17% increase from the BOY to the EOY.	Dibels 8th Edition Assessment.
3.	The 5th Grade LEAP2025 Science scores of Advanced/Mastery/Basic increase from 82%-90%.	LEAP2025 Assessment

Contributing Factors to Strengths based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival/contextual data of the previously identified strengths:

Contributing Factor:	
Instrument(s): Classroom Walk-throughs; Classroom Observations; Lesson Plans; LEAP2025 Scores; Dibels	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	Findings <ul style="list-style-type: none"> 53% of 3rd Graders are advanced (above benchmark) readers according to Dibels8 EOY Assessment. 90% of 5th graders are proficient (2024-2025's standards) in Science according to the LEAP2025 scores. 5% increase of 4th grades students scoring an advanced on the ELA LEAP2025 Assessment.

Contributing Factor:	
Instrument(s): jCampus and PBIS Data	
Data Type: 1. Behavioral 2. Behavioral 3. Attitudinal	Findings <ol style="list-style-type: none"> JCampus data shows that our Attendance rate is consistently 95% or higher. PBIS data shows the suspension rate was 0.35% during the 2024-2025 school year. PBIS data shows the In-School Suspension rate was 2.81% during the 2024-2025 school year.

Contributing Factor: Building Teacher Capacity	
Instrument(s): Teacher Walk-throughs, LEAP Assessment Scores, Professional Learning Community Meetings and Teacher Observations	
Data Type: 1. Attitudinal 2. Cognitive	Findings 1. Teachers' Professional Growth Plans show a school-wide focus on using best practices from Doug Lemov: Teach Like a Champion 3.0, Kagan Strategies and Arts Integration Professional Development. 2. Evidence of ELA & Math standards planned in weekly lesson plans, observed in classroom observations and walk-throughs of the Arts staff. 3. Teachers attended Eureka Math Squared (New Curriculum) Training during July 2025. 4. Teachers will be presented with new LER Rubric Training and POP Cycle for understanding what is required from LDOE and the district (EBRPSS).

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	5th Grade LEAP2025 (Spr 2025) Advanced/Mastery scores dropped from 57% to 30% (That is a 27% decrease).	LEAP Math Assessment
2.	23% (16%-Below & 7%-Well Below) of the 3rd Graders had a Composite score of Below/Well Below on the EOY Dibels 8th Edition Assessment 2025.	Dibels 8th Edition Assessment
3.	The percentage of Advanced/Master 4th Grade students dropped 10% on the LEAP2025 Math Assessment (Spring 2025).	LEAP2025 Math Assessment

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: Basic Math Operation Challenges	
Instrument(s): Illuminate Test, Leap Assessment, Student Work Samples, Walk-throughs	
Data Type: 1. Cognitive 2. Behavioral	Findings 1. There is a double digit decrease in the percentage of Advance/Mastery in 5th Grade Math (LEAP2025). 2. There is a double digit decrease in the percentage of Advance/Mastery in 4th Grade Math (LEAP2025). 3. 3rd Grade Students have challenges with Fraction lessons (adding and converting fractions).

Contributing Factor: Below/Well Below Composite Dibels Scores	
Instrument(s): Dibel Scores; Accelerated Reader; Lexia; Classroom Walkthroughs and teacher observations; classwork.	
Data Type: 1. Cognitive 2. Behavioral	Findings 1. A large percent of 3rd graders are performing below/well below on the Dibels8 Assessments. 2. Fewer students are meeting their Accelerated Reader Goals per nine weeks/semester. 3. 60% of students have not completed adequate units on the Lexia Program.

Contributing Factor: Increase of Infractions and Loss of Instructional Time in the 4th Grade	
Instrument(s): jCampus Reports, Monthly PBIS Data	
Data Type: 1. Behavioral 2. Attitudinal	Findings 1. According to jCampus Discipline Data, 4th Grade had higher behavior referrals resulting in increased Time-Out Room Sessions and In-School Suspensions. 2. Limited student restrooms at the (temporary site) school's location caused students to be out of class longer. 3. PBIS data revealed an increase of 4th Grade students losing their monthly rewards due to behavioral infractions in the classroom.

Schoolwide Goals

(Proficient = Advanced/Mastery Scores)

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %
Math	%	75%	Math	46%	90%

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English	45%	75%	English	74%	90%
Math growth for the lowest 25% of students	.06%	%	Science	44%	85%
English growth for the lowest 25% of students	55%	%	Social Studies	Waiting on LDOE for Scores	85%
English Language Acquisition (ELL)	Less than 15 students	N/A	Less than 15 students	N/A	N/A

Overall Goal: By the end of the 2025-2026 school year, SCHOOL NAME SPS will increase from XX to XX as measured by Louisiana’s Accountability System.

CORE ACADEMICS - ELA	Tier 1 Resources: Wit & Wisdom, EL Guidebooks, Lexia Program, Accelerated Reader		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<p style="text-align: center;"><u>School Literacy Plan</u> (Elementary and K-8 Schools)</p> <p style="text-align: center;"><u>AMBITION</u></p> <ul style="list-style-type: none"> Based on your data trends, what is the area of focus? Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year? <p>ELA Focus Area Writing (Constructed Response) and Reading Comprehension</p>			

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: ELA- Written Response and Reading Comprehension

Student Learning Problem: Student achievement gains in Dibels sub-components.

Root Cause & Supporting Data:

Student Impact: New building structure that can provide more instructional time during transition and student restroom breaks. The new building has all grades in pods and arts classes in one central location which will provide more time in the classroom. Restrooms were very limited at temporary space which led to long restroom lines and more time out of the class. The new building has more than double the restrooms and close to the classroom pods. A school administrator has an office in every hall in between pods to assist teachers and students in the learning process and increase monitoring of instruction.

Educator Professional Learning Needs: Professional development will be ongoing throughout the school year in the areas of classroom management, interventions, enrichment, and learning the new social studies and math curricula.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Regular Professional Learning Teams Meeting every Tuesday by grade level.	School Admin Team Teachers	August 2025-May 2026	Weekly	Meeting Agendas and Sign-Ins	None
Regular Vertical Planning Meetings once or twice per month.	School Admin Team Teachers	August 2025-May 2026	Monthly	Meeting Agendas and Sign-Ins	None
Review of Benchmark Assessments to analyze progress and plan for interventions/enrichment	School Admin Team Teachers	August 2025- May 2026	Quarterly or Timeline of Assessments	Meeting Agendas and Sign-Ins	None

CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka Squared, iReady, LEAP360, Zern		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<p style="text-align: center;"><u>AMBITION</u></p> <ul style="list-style-type: none"> Based on your data trends, what is the area of focus? Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year? <p>Math Focus Area Basic Operations and Fractions</p> <p>Math SMART Goal: The Math Assessment Proficiency will increase from 55.3% to 75% on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.</p> <p style="text-align: center;"><u>AFFIRMATION</u></p> <ul style="list-style-type: none"> Where have gains been made? What strategies were used? Who were the key individuals in achieving these gains? How will you leverage those individuals and strategies for continuous improvement this school year? <p>Areas of Progress: Understanding in different types of measurements and measurement converting.</p> <p style="text-align: center;"><u>ANALYSIS</u></p> <ul style="list-style-type: none"> What is the priority? What student learning problem needs to be addressed to attain the goal? What is the root cause of this student learning problem? What data supports this hypothesis? What is the student impact if you attain this goal? What professional learning is needed for administrators, teacher leaders, and teachers? <p>School's Priority: To focus on a school wide understanding of math basic operations and fractions.</p> <p>Student Learning Problem: Understanding fractional concepts and solving basic operations in problem and word form.</p>			

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Regular Professional Learning Teams Meeting every Tuesday by grade level.	School Admin Team Teachers	August 2025-May 2026	Weekly	Meeting Agendas and Sign-Ins	None
Professional Development in Learning New Math Curriculum- Eureka Squared.	School Admin Team Teachers	August 2025-May 2026	Quarterly	Meeting Agendas and Sign-Ins	None
Regular Vertical Planning Meetings once or twice per month.	School Admin Team Teachers	August 2025-May 2026	Monthly	Meeting Agendas and Sign-Ins	None
Review of Benchmark Assessments to analyze progress and plan for interventions/enrichment	School Admin Team Teachers	August 2025- May 2026	Quarterly or Timeline of Assessments	Meeting Agendas and Sign-Ins	None

CORE ACADEMICS - Science	Tier 1 Resources: Amplify Curriculum, Amplify Kits		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<div data-bbox="940 821 1125 857"><u>AMBITION</u></div> <div data-bbox="157 863 1717 933"> <ul style="list-style-type: none"> Based on your data trends, what is the area of focus? Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year? </div> <div data-bbox="107 964 842 1034"> Science Focus Area Written Response/Constructed Response </div> <div data-bbox="107 1065 1942 1135"> Science SMART Goal: The Science Assessment Index will increase from 44.3% to 65% on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year. </div> <div data-bbox="907 1170 1159 1206"><u>AFFIRMATION</u></div> <div data-bbox="157 1213 1600 1328"> <ul style="list-style-type: none"> Where have gains been made? What strategies were used? Who were the key individuals in achieving these gains? How will you leverage those individuals and strategies for continuous improvement this school year? </div> <div data-bbox="107 1359 1446 1395"> Areas of Progress: Understanding science systems through small group projects and presentations. </div> <div data-bbox="945 1424 1123 1459"><u>ANALYSIS</u></div> <div data-bbox="157 1466 487 1502"> <ul style="list-style-type: none"> What is the priority? </div>			

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?

Person(s) Responsible

Timeline

Progress Monitoring

Documentation (Success Criteria)

Funding Source

Regular Professional Learning Teams Meeting every Tuesday by grade level.

School Admin Team Teachers

August 2025-May 2026

Weekly

Meeting Agendas and Sign-Ins

None

Regular Vertical Planning Meetings once or twice per month.

School Admin Team Teachers

August 2025-May 2026

Monthly

Meeting Agendas and Sign-Ins

None

Review of Benchmark Assessments to analyze progress and plan for interventions/enrichment

School Admin Team Teachers

August 2025- May 2026

Quarterly or Timeline of Assessments

Meeting Agendas and Sign-Ins

None

CORE ACADEMICS - Social Studies	Tier 1 Resources: Bayou Bridges & Gallopade		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<p style="text-align: center;"><u>AMBITION</u></p> <ul style="list-style-type: none"> Based on your data trends, what is the area of focus? Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year? <p>Social Studies Focus Area Written Response/Constructed Response and understanding Social Studies terminology.</p> <p>Social Studies SMART Goal: 90% of students will be able to effectively master answering written response social studies passages and questions</p> <p style="text-align: center;"><u>AFFIRMATION</u></p> <ul style="list-style-type: none"> Where have gains been made? What strategies were used? Who were the key individuals in achieving these gains? How will you leverage those individuals and strategies for continuous improvement this school year? <p>Areas of Progress: Chronological Timelines and orally expressing understanding through small presentations and projects.</p> <p style="text-align: center;"><u>ANALYSIS</u></p> <ul style="list-style-type: none"> What is the priority? What student learning problem needs to be addressed to attain the goal? What is the root cause of this student learning problem? What data supports this hypothesis? What is the student impact if you attain this goal? What professional learning is needed for administrators, teacher leaders, and teachers? <p>School's Priority: Students will increase their ability and skill and efficiently read social studies passages and writing complete constructed responses. Also, knowing and understanding social studies terminology and concepts.</p>			

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Regular Professional Learning Teams Meeting every Tuesday by grade level.	School Admin Team Teachers	August 2025-May 2026	Weekly	Meeting Agendas and Sign-Ins	None
Regular Vertical Planning Meetings once or twice per month.	School Admin Team Teachers	August 2025-May 2026	Monthly	Meeting Agendas and Sign-Ins	None
Review of Benchmark Assessments to analyze progress and plan for interventions/enrichment	School Admin Team Teachers	August 2025- May 2026	Quarterly or Timeline of Assessments	Meeting Agendas and Sign-Ins	None

Non-CORE Academics	Resources: LDOE Fine Arts Benchmarks			
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development	

<u>ACTION STEPS</u> Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Grand Productions/Mini-Productions in all fine arts (Visual Arts, Vocal, Instrumental, Drama, Dance, and Tech-N-the Arts.	School Admin Team Arts Specialists	August 2025-May 2026	Bi-Weekly	Playbills, Arts Lesson Plans, Photos of Arts programs, productions, galleries, etc.	General Funds Budget, Arts Fundraisers Reimagine Grant Funds
Development of Arts-Integrated Instruction that supports the core curriculum (Math, ELA, Science & Social Studies).	School Admin Team Arts Specialists	August 2025-May 2026	Bi-Weekly	Arts-Integrated Instruction Activities, Lesson Plans, Student Work Artifacts	General Funds Budget, Arts Fundraisers Reimagine Grant Funds
Integrating Core Subjects Curricula in Physical Education Activities.	School Admin Team Physical Education	August 2025-May 2026	Bi-Weekly	Lesson Plans, Photos of Student Activities	General Funds Budget, Arts Fundraisers Reimagine Grant Funds

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

- *Subgroups*
- *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		
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
iReady (Math) Program and Interventions Training	Principal Assistant Principal K-5 Teachers	08/07/2025– 06/30/2026	Quarterly Check	Lesson Plans Student Work Samples Walk-through data	General & Federal Funding
RACE Writing Across the Curriculum	Principal Assistant Principal K-5 Teachers	08/07/2025– 06/30/2026	Quarterly Check	Lesson Plans Student Work Samples Walk-through data	General & Federal Funding
Zearn (Math) Program and Interventions Training	Principal Assistant Principal K-5 Teachers	08/07/2025– 06/30/2026	Quarterly Check	Lesson Plans Student Work Samples Walk-through data	General Funding
SEL (<i>What professional development is needed to ensure faculty members can implement the MTSS plan?</i>) <ul style="list-style-type: none"> ○ SEL ○ Academics ○ Behavior 	Principal School Counselor Dean of Students	08/07/2025– 06/30/2026	Quarterly Check	Counselor's Weekly Plan SEL School Plan PBIS Reports	General & Federal Funding

MULTI-TIERED SYSTEM OF SUPPORT

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<div>SEL Foundation for MTSS Success</div> <p>Using the CASEL Indicators for Schoolwide SEL, identify 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:</p> <p>For the 2025- 2026 school year, schools will be asked to select one component from two different focus areas that have been highlighted</p> <p>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 fits the needs of their campuses (Note, schools that previously implemented Manners of the Heart curriculum or struggled with tier I implementation will select explicit SEL instruction as their focus area).</p> <p>Supportive Environments: Schools will select either Supportive Discipline or Supportive School and Classroom Climates.</p>			
Indicator Focus Area 1:		Indicator Focus Area 2:	
S	Students will reach their reading goal by successfully passing their comprehension tests on AR Appropriate books.	S	Students will reach their reading goal by successfully completing lessons and units on the iReady program.
M	AR Goals are measured each nine weeks.	M	iReady Goals are measured each nine weeks.
A	80% of the students participating in AR will achieve their yearly goal.	A	80% of the students participating in the iReady Program will achieve their yearly goal.
R	Student reading comprehension is relevant in helping students achieve on the LEAP2025 and Dibels8.	R	Students performing at a high level in basic math operations and solving fractions are relevant in helping students achieve on the LEAP2025.
T	By the end of the school year. Checkpoints every nine weeks.	T	By the end of the school year. Checkpoints every nine weeks.
I	The goals were developed to include all students.	I	The goals were developed to include all students.
E	Tiers II and II provide opportunities for students that need more than the core curriculum to meet their academic goals.	E	Tiers II and II provide opportunities for students that need more than the core curriculum to meet their academic goals.

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Tier III

Individual Intervention Pull-Outs; LEAP2025 Tutoring; High Dosage Tutoring

In-School Suspensions; Suspensions at Alternative Site; Loss of Magnet Status; Recommendation for Expulsion

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

Scheduling Mandatory: What is the designated time for Explicit SEL Instruction?

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

Planning for the Future: How can individualized learning time be scheduled for students throughout the school year?

Behavior Expectations

	Enter quietly and take a seat.	Raise your hand to be recognized.	Keep your area clean.	Be Respectful to your teacher, your classmates, and to yourself.	
	Walk, Don't Run	Stand in a straight line in number order.	Go directly to class	Use a voice level zero and respect others' personal space.	
	Enter Quietly	One student per stall	Use the Restroom	Wash Your Hands & throw away trash.	Return to class.
	Enter the bus quietly and sit in your assigned seat.	Do NOT get out of your seat until you have permission.	Keep your hands, feet, elbows, head, and knees to yourself.	Respect the bus operator, your peers, and yourself.	
Arrival/ Dismissal	Leave class with all belongings	Enter class silently and take a seat.	Ears open and eyes open.	Mouths and backpacks are closed	Be ready and move quickly.

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

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

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
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<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Positive and Frequent Communication	School Administrators, School Counselor, Dean of Students, Teachers	08/07/2025–06/30/2026	Quarterly Check	jCampus Contact Log	General Funds, and PFE Funds
Student Academic Awards Banquet	School Administrators, School Counselor, Dean of Students, Teachers, PTO	08/07/2025–06/30/2026	Quarterly Check	Award Certificates and pics.	General Funds, and PFE Funds

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	The MTSS Plan will be available on the school's website, brcvpa.org.
Academic Programs & Interventions	iReady, Zearn, Lexia, Accelerated Reader (AR), small group and individual interventions.
SEL & Behavior Interventions	iCare, school counseling sessions, TOR, ISS, PBIS, Suspension at Alt Site, loss of magnet status.

Community Involvement

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

1. Ask business owner parents at our school to sponsor academic events such as the Annual 4th Grade Wax Museum.
2. Give feedback on the parent communication system.

Instruction by Certified Teachers – Certified Teacher Recruitment

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Encourage non-certified teachers and staff to go back to school and earn their BA, masters, or doctorate.	School Administrators and teacher leaders.	08/07/2025–06/30/2026	Quarterly Check	Letters of Recommendation, emails and other communications .	None
Provide a pipeline of information to staff about teacher preparation programs (iTeach or Teacher for America).	School Administrators and teacher leaders.	08/07/2025–06/30/2026	Quarterly Check	Letters of Recommendation, emails and other communications .	None

Transition to Next-Level School Programs

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	
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>	
Having middle school programs come to the school and present to 5th graders.	Magnet School Coordinator	By the end of the 1st nine weeks	Checklist of visits from middle schools	Programs, Powerpoints, brochures	Magnet Funding	None

Academic Intervention Schools with Academic Intervention Labels

Is the school identified as a school requiring academic intervention? **NO**

Academic Intervention Label: None

If the school requires academic intervention, please link your Academic Subgroup Data Sheet. [School Name Subgroup Data Sheet](#)

AUS Status - **None**

Overall Vision and Goals

- In this section, you will explain the coherent, aligned vision for your school, how you determined it, and how you will know if you are moving towards that vision.

Describe the data analysis and needs assessment process that was used to inform the school's vision and goals.
To cultivate a vibrant school community—comprising students, educators, support staff, families, and stakeholders—that collaborates to achieve academic excellence and nurtures diverse talents through rigorous, arts-integrated learning.
Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned with the vision and needs.
<ul style="list-style-type: none"> <i>Stakeholders should include, at minimum, the administrator, teachers, paraprofessionals, parents, and members of the community.</i>
Our key stakeholders are Parents- PTO, parents/guardians, and other family members help staff and students with academic-related activities. Small businesses make donations, serve as judges for academic competitions, and volunteer for Jr. Achievement.
If applicable, describe how the plan is coordinated and aligned with your schoolwide budget and parental involvement budget.
All stakeholder involvement is aligned with academically-based and arts-based activities which is aligned with our goal, mission and schoolwide plan.

Effective Workforce

- In this section, the school will identify the strategies to raise the performance of educators that will be used to address gaps and meet the plan's goals.

What is the school's theory of action around an effective workforce? Include a description of the strategies that will be utilized to strengthen educators' instructional practices. Additionally, include the role of the instructional leadership team and teacher collaborations within the

theory of action. (NIET Process)
BRCVPA’s philosophy is that everyone associated with the school can contribute to effective student learning. In the classroom, we practice small groups and in-class interventions. The role of instructional leadership is to be a support for teachers and put students in the best position to learn.
What changes do you plan for your approach to talent building for leadership and educators to achieve the vision outlined above, and how are they informed by your analysis of qualitative and quantitative evidence in your needs assessment?
Instructional Leaders and Teachers regularly collaborate and discuss best practices and look at classroom and assessment data to make better plan for instruction.
What is your school’s plan to ensure strong leadership over the next three years? This includes maintaining an effective principal, supporting other key leadership roles, and building the capacity of future leaders.
<ul style="list-style-type: none"> ● Instructional Leadership will meet regularly to discuss our walk-through and evaluation methods. ● Instructional Leadership will attend meaningful professional development on how to better support teachers and students.
What steps is your school taking to retain effective educators?
<ul style="list-style-type: none"> ● Give effective educators leadership roles at school. ● Support them by providing instructional materials. ● Meeting with teachers regularly to help and/or address concerns.
How is your school developing and helping educators who need support to improve? For example, how will you leverage high-quality professional learning (teacher collaboration) and observation and feedback cycles?
<ul style="list-style-type: none"> ● Increased walk-throughs, feedback and follow-up. ● Support them by providing instructional materials. ● Meeting with teachers regularly to help and/or address concerns.
How is your school selecting strong, moderate, or promising evidence-based strategies for educators and determining strategies based on the conclusion of the needs assessment?
<ul style="list-style-type: none"> ● Walk-through and observational data. ● Looking at student work samples.
How is your school identifying and creating key positions to support school improvement and academic achievement?
<ul style="list-style-type: none"> ● Data review and analysis (Dibels, Leap, Illuminate, etc.)

Instruction

- In this section, by investing in resources aligned to school needs, building educator capacity, and using evidence-based instructional strategies how will you ensure all students are prepared for success in college and career?

What is the school's theory of action in ensuring that adults are effective instructional leaders and students are receiving and demonstrating evidence of high-quality instruction?

- Philosophy- Feedback and follow up must follow every Walk-thoughts/Observations.
- PLC's are necessary for instructional leaders to support teachers.

What strategies and interventions do you plan to implement and how are they related to your school's identified needs?

*Schoolwide Writing- RACE Writing Method Across the Curriculum

*Schoolwide Math Focus on Basic Operations and Word Problems.

How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively?

1. Communication to teachers about classroom instructional expectations.
2. Teachers receive timely feedback and follow through.

How is your school planning to expand its instructional approach across all classrooms to ensure it has the greatest impact and can be sustained over time?

- Consistent PLC's
- Teacher Support
- Review and Analyze Benchmark Assessments.

How is your school selecting strong, moderate, or promising evidence-based strategies, and determining strategies based on conclusions of the needs assessment?

The instructional leadership collaborates with teachers to identify and practice strategies in the classroom.

System Supports

What is the school's theory of action around structural configuration and how will it reinforce and facilitate the work you are doing in effective workforce and instruction?

Instructional leadership allows teachers to give their professional input in planning for the school year. Teacher leaders help their teams to keep planning instruction consistent and as effective as possible.

What supports and interventions do you plan to implement and how are they related to your school's identified needs?
Student Support- Tier 2 & Tier 3 Interventions, Pull-Out sessions, working with parents to provide extra opportunities to learn. Teacher Support- Follow the LER and Coaching plan for teachers.
How is your school selecting strong, moderate, or promising evidence-based strategies?
The Instructional Leadership is lead by the district's mandates and professional recommendations on best practices.
How is your school determining strategies based on themes from the needs assessment to meet projected short- and long-term goals?
School Wide Theme: <ul style="list-style-type: none"> • Arts-Integrated Instruction and Activities • Math Word Problems and Basic Operations • Writing Across the Curriculum

Critical Categories

- In this section, explain the routines for how the school will determine whether the schoolwide plan is achieving its intended outcomings, including self-monitoring and continuous stakeholder engagement.

How is your school establishing or continuing internal routines?
The schoolwide routines are called Star Style- In class and transitional positive behaviors.
How is your school establishing or continuing routines with stakeholders?
The school consistently communicates with parents via email, jCampus calls, etc.
How is your school conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising the schoolwide plan?
The schoolwide plan is posted on the school's website.
How is your school making the schoolwide plan available to teachers, paraprofessionals, parents, and the public in a form that is understandable and uniform, to the extent practicable and/or required by Louisiana law, provided in a language that the parents understand?
<ul style="list-style-type: none"> • School Website
How is your school structured for sustainability, including how the school will coordinate and integrate the activities outlined in this plan with other federal, state and local services, resources and programs (i.e. other federal grant programs, health and nutrition programs,

culture/climate programs, career and technical education programs)?

The school adjusts its activities based on its available resources from Title I, General Funds, Grants, and/or donations.