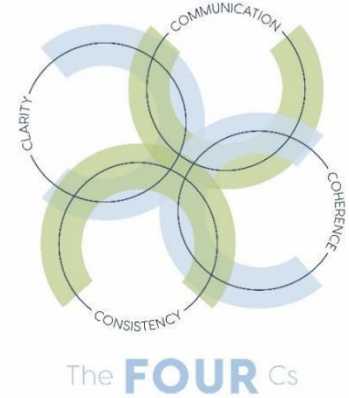




East Baton Rouge Parish School System Schoolwide Plan Brownfields Elementary School

PK-5

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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.

Principal	Date
Executive Director	Date

Faculty and Staff Review

[illegible]

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

District's Mission

Educating all students for success.

District's Vision

The East Baton Rouge Parish School System envisions an education system that produces successful, confident, and lifelong learners who can navigate challenges and contribute meaningfully to society.

School's Mission

Brownfields Elementary Magnet School will partner with all stakeholders to provide an academic environment where students reach their highest academic potential, becoming lifelong learners and productive citizens in our school and community.

School's Vision

Brownfields Elementary Magnet School is a place of excellence, in partnership with families and community stakeholders, where children achieve their full potential in academic, creative, personal, physical, and social-emotional development.

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 the team's membership 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.

Brownfields Elementary's [Long-Range Plan](#)

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

ILT Members			
ILT Meeting Date and Time: Mondays at 1:00pm			
Kashanna Davis	Latecha Young	Shakema Washington	Amy Sylvester
Jenna Vaughan	Kenyatta Avery-Smith		

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>		- Administrator Questionnaires - Administrator Interviews		Demographics
<i>Teachers</i>		- Teacher Focus Groups - Teacher Surveys - Teacher Interviews	- Classroom Observations - Walkthroughs - Attendance Rate	Demographics
<i>Students</i>	- LEAP 2025 - ACT - DIBELS - DRA - Benchmark Assessments - STAR - SRI - LEAP 360	- Student Surveys - Student Focus Groups - Student Interviews	- Classroom Observations - Walkthroughs - Discipline Rates - Attendance Rates	- School Report Cards - Demographics - Subgroup Components - Tableau Reports - Climate Surveys
<i>Parents</i>		- Parent Surveys - Parent Focus Groups - Parent Interviews	Attendance Rates (school participation)	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
Percentage	89.8	4.7	0	5.5	68	335	25	6	13

School Performance Score				
2018-2019 75.6 B	2021-2022 81.7 B	2022-2023 78.4 B	2023-2024 82.4 B	2024-2025 SPS Letter Grade
Assessment Index Score				
2018-2019 SPS Letter Grade	2021-2022 SPS Letter Grade	2022-2023 SPS Letter Grade	2023-2024 SPS Letter Grade	2024-2025 SPS Letter Grade
Progress Index Score				
2018-2019 SPS Letter Grade	2021-2022 SPS Letter Grade	2022-2023 SPS Letter Grade	2023-2024 SPS Letter Grade	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)	0	78	60	22	40	
	Objective 16 Demonstrates knowledge of the alphabet	0	50	5	50	95	
	Objective 17 Demonstrates knowledge of print and its uses.	0	78	65	22	35	
	Objective 18 Comprehends and responds to books and other texts	0	100	25		75	
	Objective 19 Demonstrates writing skills	0	6	15	94	85	
	Objective 20 Uses number concepts and operations	0	100	20		80	

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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	23%	29%	10%	11%	34%	35%	33%	24%
	Grade 1	31%	13%	13%	15%	25%	34%	31%	38%
	Grade 2	31%	33%	24%	7%	30%	30%	15%	29%
	Grade 3	29%	26%	23%	22%	17%	26%	31%	26%
	Grade 4	34%	n/a	31%	n/a	24%	n/a	10%	n/a

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
K					100% (2)	
1	50% (1)	0%		50%	50% (1)	50%
2			100% (1)	100%		
3				100%		
4					100% (1)	100%
5					100% (1)	

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Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
0	0	21%	29%	0	>1%

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	40% of Brownfields 5th grade students scored proficient in ELA & Social Studies	LEAP 2025
2.	70% of Brownfields 5th grade students achieved Strong Writing Performance in ELA	LEAP 2025
3.	An average of 42% of 3rd-5th grade Brownfields students scored proficient in the Literary Text Reading sub category	LEAP 2025

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

Contributing Factor: Effective implementation of Accelerated Reader in grades 3-5	
Instrument(s): STAR Data, Accelerated Reader Data, LEAP 2025 Data, Cognia Survey Data	
Data Type: 1. Cognitive 2. Attitudinal 3. Cognitive	Findings 1. From the first nine weeks to the third nine weeks, 3rd - 5th grade students' scaled scores increased by an average of 84 on STAR Reading Assessment. 2. 71% of students indicated that teachers help them to believe that they can do things, according to student survey data. 3. 73% of 3rd, 4th, and 5th grade students scored strong to moderate on Literary Text, according to LEAP 2025 data.

Contributing Factor: Effective implementation of Guidebooks in grades 3-5	
Instrument(s): Classroom observations, Common Formative Assessment (CFA) data	
Data Type: 1. Cognitive 2. Attitudinal	Findings 1. Classroom observations and questioning of students indicate consistent use of curriculum. 2. Evidence of implementation of Core Action 1 through the use of complex text.

Contributing Factor: Effective implementation of Eureka Math in grades 3-5.	
Instrument(s): LEAP Data, Illuminate Data, and classroom observations	

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Data Type: 1. Behavioral 2. Cognitive 3. Cognitive	Findings 1. Classroom observations and questioning of students indicate consistent focus on major content. 2. From Interim 1 to Interim 2, 5th grade students grew 26% according to Illuminate data. 3. LEAP 2025 data indicates that 40% of 5th grade students scored strong in Operations with Decimals/Read, Write, & Compare Decimals.
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Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	57% of 3rd-5th grade students scored Weak in Mathematical Reasoning & Modeling	LEAP 2025
2.	An average of 39% of students in grades K-3 are below or well below benchmark, according to DIBELS Data.	DIBELS

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: Minimal focus on mathematical practices.	
Instrument(s): Teacher observations, LEAP 2025 Data	
Data Type: 1. Behavioral 2. Behavioral 3. Archival	Findings 1. Classroom observations indicate implementation of Eureka, but lack of focus on mathematical practices in 3rd and 4th grade. 2. Weekly lesson plans and long range plans indicate constraints on the pacing and time for implementation of Eureka and mathematical practices. 3. In 5th grade, 61% of students scored weak on modeling and application on the LEAP 2025 Mathematics assessment

Contributing Factor: Inconsistent implementation of EL Curriculum for ELA grades K-2, with Foundational Skills
Instrument(s): DIBELS Data, Teacher observations

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Data Type: 1. Attitudinal 2. Behavioral 3. Cognitive	Findings 1. Gaps in Foundational Literacy Skills: EOY DIBELS assessment data and classroom observations indicate that a significant number of students in K-2nd grade struggle with decoding, fluency, and reading comprehension, limiting their ability to engage with grade-level texts. 2. Teachers Report Challenges in Implementing Effective Small-Group Reading Instruction: Teacher surveys reveal that 65% of teachers feel they need additional professional development on differentiated instruction and intervention strategies to address diverse literacy needs 3. Uneven Implementation of Intervention Programs: Progress monitoring reports and intervention usage data show that while some students receive consistent high-dosage tutoring and structured literacy support, others have limited access due to scheduling constraints and inconsistent program implementation
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Contributing Factor: Limited Student Discourse and Critical Thinking Opportunities	
Instrument(s): Classroom Observations	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	Findings 1. Classroom observations indicate that many lessons are teacher-led with limited opportunities for student-led discussions, debates, or collaborative problem-solving, which are critical for deep learning. 2. Student work samples and lesson plan reviews reveal that many classroom tasks focus on recall and procedural knowledge rather than analytical thinking, synthesis, or real-world application. 3. Teacher surveys show that 68% of educators would like more professional development on implementing effective discussion strategies (e.g., Socratic Seminars, Think-Pair-Share, accountable talk) to foster deeper engagement with content.

Schoolwide Goals

** use info from Accountability email Jan. 10

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	55.3	58	Math	49.5	52	Graduation Rate		
English	47.4	51	English	53.2	56	Read based on a nationally		

						recognized exam		
Math growth for the lowest 25% of students	83.3	86	Science	32.1	50	Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students	55.6	59	Social Studies		50			
English Language Acquisition (ELL)								

Overall Goal: By the end of the 2025-2026 school year, Brownfields Elementary School's SPS will increase from 82.4 to 85.4 as measured by Louisiana's Accountability System.

CORE ACADEMICS - ELA	Tier 1 Resources: Guidebooks 3-5, EL K-2		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>School Literacy Plan</u> (Elementary and K-8 Schools)			
<u>AMBITION</u>			
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?	
ELA Focus Area	Foundational Literacy Development (K-3) - Strengthening phonemic awareness and phonics through systematic instruction (Heggerty). - Improving decoding and fluency using Amira Learning and Lexia Core5. - Emphasizing sight word recognition and high-frequency word mastery. Reading Comprehension & Text Analysis (Grades 3-5) - Implementing Louisiana Tier 1 Curriculum for deep reading and text-based discussions. - Encouraging close reading strategies to enhance inference-making and text analysis. Writing Development & Text-Dependent Analysis (Grades K-5) - Strengthening writing instruction with LEAP 2025 writing rubrics and guidebooks. - Increasing student engagement in text-based writing using explicit writing frameworks. - Providing structured opportunities for narrative, informative, and argumentative writing
DIBELS Focus Area	1. Phonemic Awareness (K-1) - Strengthening students' ability to hear, identify, and manipulate sounds in spoken words. - Using Heggerty Phonemic Awareness routines to develop foundational literacy skills. - Targeting initial sounds, rhyming, blending, and segmenting through explicit instruction. 2. Phonics and Word Recognition (K-3) - Ensuring systematic and explicit instruction in letter-sound relationships. - Implementing Foundations and small-group instruction for decoding strategies. - Using nonsense word fluency (NWF) assessments to track early decoding skills. 3. Fluency and Automaticity (1-3) - Developing oral reading fluency through repeated reading and timed practice. - Using Amira Learning to provide fluency feedback.

	- Encouraging phrasing and expression in oral reading to improve comprehension. 4. Reading Comprehension (2-4) - Strengthening retell and oral reading fluency (ORF) to support comprehension skills. - Teaching strategies for summarizing, making inferences, and answering text-based questions. - Using ReadWorks and CommonLit passages for practice with multi-step comprehension tasks. 5. Vocabulary and Language Development (K-5) - Expanding oral language through structured classroom discussions. - Integrating morphology instruction (prefixes, suffixes, and root words). - Using context clues to determine word meaning in reading passages.
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from XX to XX on the Spring 2026 DIBELS EOY Assessment for the 2025-2026 school year.
ELA SMART Goal:	The ELA Assessment Index will increase from XX to XX on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.
<u>AFFIRMATION</u> - 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: Improved Early Literacy Skills (K-2); Enhanced Reading Comprehension & Text Analysis (3-8); Strengthened Small-Group Differentiated Instruction; Growth in Writing Proficiency; Data-Driven Instructional Adjustments	
<u>ANALYSIS</u> - 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: Strengthening foundational literacy skills and improving reading comprehension to increase student proficiency in ELA as measured by LEAP 2025 and DIBELS assessments.

Student Learning Problem: Students in grades 3-8 are struggling with reading comprehension, particularly in text-dependent analysis, inference-making, and citing textual evidence. In early grades (K-2), students demonstrate gaps in phonemic awareness and phonics, impacting their ability to decode and read fluently.

Root Cause & Supporting Data: Gaps in Foundational Literacy (K-2): DIBELS data indicates that a significant percentage of students fall below benchmark in phoneme segmentation, nonsense word fluency, and oral reading fluency. Classroom observations reveal inconsistent implementation of explicit phonics instruction and limited opportunities for structured decoding practice.

Weak Text Comprehension & Analysis Skills (3-5):

LEAP 2025 ELA scores show low proficiency in text-dependent writing and inferential reasoning (only 28% of 3rd graders, 44% of 4th graders, and 46% of 6th graders scored proficient). Student work samples demonstrate difficulty in constructing well-developed written responses with supporting textual evidence. Classroom observations indicate inconsistent integration of higher-order questioning and analytical writing in daily instruction.

Student Impact: Improved decoding and fluency skills in K-2 students, leading to stronger reading comprehension in upper grades. Higher literacy proficiency across grade levels, increased student confidence in writing and analysis, and improved LEAP 2025 ELA performance. Increased engagement in reading and writing tasks, reducing frustration and avoidance behaviors related to literacy activities.

Educator Professional Learning Needs: Training on using DIBELS and LEAP 2025 data to drive instructional decision-making.

- Strategies to monitor and support the effective implementation of small-group instruction and tiered literacy interventions.
- Professional development in structured phonics instruction (Heggerty) for K-2 teachers.
- Training on close reading strategies, strengthening peer discussions, and text-based writing for grades 3-5.
- Guidance on incorporating differentiated instruction to support struggling readers and advanced learners.
- Workshops on using formative assessment data to adjust instruction and target skill gaps effectively.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
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<i>overarching improvement goal?</i>					
*Summer School *After school tutoring	Admin	*Summer 2026 *25-26 school year (fall/winter)	Pre- and post-assessments will measure student progress in literacy Weekly progress checks will be conducted through formative assessments and teacher observations. Student attendance and engagement will be tracked to ensure program effectiveness.	Improvement in assessment scores from pre- to post-program. Teacher reflections and reports on student engagement and instructional strategies. Student work samples demonstrating skill development.	Title 1 \$5000
Participation in the National Institute for Excellence in Teaching (NIET) Conference to enhance instructional leadership, teacher efficacy, and student achievement through research-based strategies.	Admin	Spring 2026	Admin will conduct post-conference debrief sessions with ED and/or cohort members to implement best practices learned.	Develop a professional learning plan based on conference takeaways. Teachers will incorporate learned strategies in PLCs and instructional planning.	Title 1 \$3000

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			Data meetings will track the impact of instructional changes based on conference insights. Teacher observations will assess the application of new strategies.	Student progress in literacy and numeracy will be monitored through assessment data. Reflection reports from ILT members detailing actionable insights.	
Enhance Small-Group Differentiated Instruction with targeted in class literacy small group interventions (K-5), Heggerty, Amira, Lexia Core Paraprofessional Interventionist Support	Classroom Teachers, Interventionists	Weekly	Walkthroughs, Lesson Plans, Data Meetings	Increase in student engagement & response to interventions	
Conduct PLCs & Teacher Training on Data-Driven Instruction (LEAP, DIBELS, classroom assessments) Professional Development (Substitutes)	Instructional Leadership Team (ILT)	Weekly	PLC Agendas, Teacher Reflections, Assessment Adjustments	Evidence of data use in lesson plans and differentiated instruction	\$1400
Identify students who have need additional support/interventions using Dyslexia Screener and KBit screener	school counselor, instructional specialist	Ongoing	test data		\$500
*Improve teachers', students', and parents' understanding of grade level expectations *Remain up-to-date on instructional best practices to improve student success	Admin, Teachers	Ongoing		*teachers are in frequent communication w/ parents	\$3000

*Admin and Teachers attend Louisiana Teacher Leader Summit				expectations and student progress *parent meetings	
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CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka Math Squared		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>AMBITION</u> - 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?			
Math Focus Area	Numeracy & Computational Fluency (K-5) - Strengthen number sense and foundational math fluency through Eureka and Zearn. - Focus on addition, subtraction, multiplication, and division fact fluency to build automaticity. - Use manipulatives and visual models to support conceptual understanding. Conceptual Understanding & Application (K-5) - Implement Eureka Math to promote deep mathematical reasoning. - Use real-world problem-solving scenarios to enhance engagement. - Integrate math journaling to encourage students to explain their thinking and strategies. Data-Driven Instruction & Differentiation - LEAP 360 and formative assessments to identify student needs and adjust instruction. - Provide targeted small-group instruction and intervention based on data insights. - Use Zearn for personalized, adaptive math practice. Mathematical Discourse & Critical Thinking - Foster student engagement through structured math discussions and collaborative problem-solving. - Implement math discussions where students explain and defend their solutions. - Encourage the use of multiple strategies and representations to solve problems.		

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	Algebraic Thinking & Problem-Solving (3-5) ● Strengthen pattern recognition, equations, and functions using inquiry-based learning. ● Emphasize multi-step word problems and higher-order thinking tasks. ● Provide scaffolded instruction in proportional reasoning, expressions, and equations. Mastery of Grade-Level Standards & LEAP 2025 ● Align instruction with LEAP 2025 assessment and pacing guides. ● Use LEAP 360 for progress monitoring and benchmark assessments. ● Offer test-taking strategies and structured practice to ensure student readiness. Professional Learning & Teacher Support ● Provide ongoing PD on inquiry-based instruction, problem-solving techniques, and differentiation. ● Develop PLC meetings focused on analyzing math data and best instructional practices. ● Ensure consistency across grade levels through collaborative planning and instructional alignment.
Math SMART Goal:	The Math Assessment Index will increase from XX to XX on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.
<u>AFFIRMATION</u> ● 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:	
<u>ANALYSIS</u> ● 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: Improving mathematical fluency, conceptual understanding, and problem-solving skills across all grade levels to increase	

student proficiency as measured by LEAP 2025 (3-5) and formative assessments.

Student Learning Problem: Improving mathematical fluency, conceptual understanding, and problem-solving skills across all grade levels to increase student proficiency as measured by LEAP 2025 (3-5) and formative assessments.

Root Cause & Supporting Data: The primary root causes contributing to the student learning problem in mathematics are gaps in foundational skills, weak problem-solving strategies, and inconsistent differentiated instruction. These factors directly impact student proficiency, LEAP 2025 (3-5) performance, and formative assessments.

Gaps in Foundational Numeracy & Fluency (K-5)

Root Cause:

- Many students lack automaticity with basic math facts (addition, subtraction, multiplication, and division), making it difficult to solve problems efficiently.
- Conceptual gaps in place value, number sense, and fact fluency hinder understanding more complex mathematical concepts.

Supporting Data:

- Math Diagnostic Assessments:
 - Many K-5 students fall below the benchmark in number identification, computation fluency, and oral counting.
- Formative Assessments & Class Observations:
 - Students struggle to recall math facts quickly and apply computation skills in problem-solving situations.

Weak Problem-Solving & Mathematical Reasoning (3-5)

Root Cause:

- Students struggle with multi-step word problems due to difficulties in comprehending, interpreting, and applying mathematical concepts.
- Limited exposure to mathematical discourse and reasoning strategies prevents students from developing problem-solving confidence.
- Students lack opportunities to explain their thinking and justify solutions, impacting their ability to succeed in higher-order tasks.

Supporting Data:

- LEAP 2025 Math Results:
 - Low proficiency rates in fractions, ratios, algebraic reasoning, and geometry.
 - Many students score lower on problem-solving and reasoning than on procedural fluency.
- Student Work Samples & Math Journals:
 - Lack of detailed written explanations and justifications for problem-solving strategies.

Student Impact: Addressing the identified math learning challenges will significantly improve student achievement, confidence, and engagement. By strengthening foundational numeracy skills in grades K-5, students will develop automaticity in basic math facts, enhancing their ability to solve problems efficiently and reducing frustration. As problem-solving and reasoning skills are reinforced in grades 3-8, students will better analyze multi-step problems, justify their mathematical thinking, and apply concepts to real-world scenarios. Increased access to differentiated instruction and targeted interventions will ensure that struggling students receive the necessary support while advanced learners remain challenged. As a result, students will demonstrate higher proficiency on LEAP 2025 assessments, increased participation in classroom discussions, and a stronger mathematical foundation that prepares them for future academic success.

Educator Professional Learning Needs: Educators need targeted professional development in the following areas:

1. Numeracy & Fluency Development (K-5)
 - Training on Number Talks and strategies to build fact fluency and number sense.
 - Effective use of manipulatives and visual models to support conceptual understanding.
 - Implementing structured fluency-building routines in daily instruction.
2. Problem-Solving & Mathematical Reasoning (3-5)
 - Strategies to teach multi-step problem-solving, fractions, algebraic reasoning, and data interpretation.
 - How to increase student discourse and structured mathematical discussions
 - Effective use of math journals and written explanations to strengthen reasoning and justifications.
3. Data-Driven Instruction & Differentiation
 - Training on analyzing i-Ready and LEAP 2025 data to adjust instruction.
 - Implementing small-group instruction and intervention strategies for struggling students.
4. Effective Use of Tier 1 Math Resources
 - Best practices for pacing and lesson planning to align with grade-level standards.
 - Strategies for engaging students in inquiry-based and real-world math applications.
5. High-Impact Math Instructional Strategies
 - Training on culturally responsive math teaching to engage diverse learners.
 - Best practices in questioning techniques, error analysis, and student-led problem-solving.
 - Effective integration of technology, math centers, and hands-on activities to maximize engagement.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
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Brownfields Elementary Magnet School – Schoolwide Plan 2025-2026

<i>improvement goal?</i>					
Implement the RDWW strategy with emphasis on writing in classroom instruction	Admin, Instructional Specialist, Teachers			lesson plans, student work samples	
Summer School After School Tutoring	Principal and Asst. Principal	Summer 2026	Pre- and post-assessments will measure student progress in numeracy Weekly progress checks will be conducted through formative assessments and teacher observations. Student attendance and engagement will be tracked to ensure program effectiveness.	Improvement in assessment scores from pre- to post-program. Teacher reflections and reports on student engagement and instructional strategies. Student work samples demonstrating skill development.	Title 1
Students will complete Math Performance tasks with the teacher at least once per week.				lesson plans, student work samples, walkthrough data	

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Enhance Small-Group Differentiated Math Instruction (K-5) for targeted interventions (Zearn iREADY) Paraprofessional Interventionist Support	ILT, Teachers	Ongoing	Assessment Data Reviews, Student Growth Tracking	Evidence of data-driven instruction in lesson plans	
Conduct PLCs & Teacher Training on Data-Driven Instruction (LEAP, Eureka, Math Small Groups, classroom assessments) Professional Development (Substitutes)	ILT, Classroom Teachers	Ongoing	Student Work Samples, Classroom Observations	More students explaining reasoning in math journals and assessments	Title 1
Provide High-Dosage Tutoring & RTI Supports for struggling students (K-5) Paraprofessional Interventionist Support	ILT, Classroom Teachers	Ongoing	Progress Monitoring Reports, Formative Assessments	Improved math proficiency among targeted students	
Implement HQIM Math Curriculum: The school will utilize high-quality, standards-aligned instructional materials, including Eureka Math for mathematics. These curricula are selected for their strong alignment with state standards and proven effectiveness in supporting differentiated learning. Each resource provides a comprehensive range of materials catering to diverse learning needs, ensuring rigorous instruction is accessible to all students.	Admin, Instructional Specialist, Teachers			lesson plans, walkthrough data	

CORE ACADEMICS - Science	Tier 1 Resources: Amplify Science		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>AMBITION</u> - 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?			
Science Focus Area	Strengthen science instruction through inquiry-based learning, hands-on STEM experiences, targeted professional development, data-driven assessment practices, and cross-curricular integration to ensure students develop critical thinking, problem-solving skills, and scientific literacy for future academic and career success.		
Science SMART Goal:	The Science Assessment Index will increase from XX to XX on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.		
<u>AFFIRMATION</u> - 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:			
<u>ANALYSIS</u>			

- 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 increase student proficiency in scientific reasoning, data analysis, and experimental design by using inquiry-based learning, hands-on investigations, and real-world science applications.

Student Learning Problem: Students struggle with applying scientific concepts, analyzing experimental data, and constructing evidence-based arguments.

Root Cause & Supporting Data: Root Cause #1: Lack of Hands-On & Inquiry-Based Learning

- Data: Classroom walkthroughs and observations show inconsistent use of hands-on science experiments.
- Solution: Increase use of Amplify Science investigations and STEM project-based learning.

Root Cause #2: Weaknesses in Scientific Writing & Data Analysis

- Data: LEAP 2025 science results indicate low data interpretation and performance in written explanations.
- Solution: Implement more structured opportunities for students to analyze data and justify scientific conclusions.

Root Cause #3: Limited Use of Cross-Curricular Science Integration

- Data: Students struggle to apply math and literacy skills in science-related tasks.
- Solution: Strengthen interdisciplinary connections, integrating science with ELA (scientific argumentation) and Math (data interpretation).

Student Impact: Increased LEAP 2025 science proficiency through more substantial reasoning and analysis skills. More student engagement in real-world scientific investigations and STEM projects. Improved ability to interpret data, conduct experiments, and apply scientific principles to real-life scenarios.

Educator Professional Learning Needs:

Using Amplify Science Effectively – Deepening teacher understanding of inquiry-based learning.

Data-Driven Science Instruction – Training on analyzing student performance data to adjust instruction.

Scientific Writing & Argumentation – Supporting students in writing explanations using evidence.

Cross-Curricular Strategies – Integrating science content into math and literacy instruction.

ACTION STEPS

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>
During teacher collaboration meetings, teachers will meet with their grade-level/content team and instructional coaches to provide job-embedded learning that allows teachers to collaborate with peers. During teacher collaboration meetings, teachers will also compare student work samples, analyze data, create common formative assessments (CFAs), and annotate lesson plans.	Admin, instructional specialist, teachers	Ongoing	Student Work Samples, assessment data	lesson plans	
Writing instruction will be embedded into science instruction to ensure students can complete constructed response items using Claim, Reasoning, Evidence (CRE) strategy. Writing will be graded using the LEAP rubric.	Admin, teachers	Ongoing	Walkthroughs, Lesson Plan Reviews	lesson plans, student work samples	
Project-based learning will be integrated into the curriculum, allowing students to explore complex, real-world problems through hands-on projects. These projects connect academic content to real-life situations, making learning more relevant and engaging. (3D Printer, Source Light, Printer, other inquiry based equipment)	Admin, teachers	Ongoing	Walkthroughs, Lesson Plan Reviews		Title 1 \$1000

CORE ACADEMICS - Social Studies	Tier 1 Resources: Bayou Bridges, Gallopade										
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development								
<table border="1"> <tr> <td colspan="2" data-bbox="113 938 2011 1079"> <u>AMBITION</u> - 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? </td> </tr> <tr> <td data-bbox="113 1081 371 1255"> Social Studies Focus Area </td> <td data-bbox="373 1081 2011 1255"> The instructional focus is to enhance students' analytical skills in history, civics, economics, and geography by strengthening their ability to interpret primary and secondary sources, engage in inquiry-based learning through debates and simulations, and improve writing proficiency using DBQs and evidence-based argumentation. Additionally, cross-curricular literacy integration will support comprehension of complex texts and critical thinking in historical contexts. </td> </tr> <tr> <td data-bbox="113 1256 371 1360"> Social Studies SMART Goal: </td> <td data-bbox="373 1256 2011 1360"> </td> </tr> <tr> <td colspan="2" data-bbox="113 1362 2011 1498"> <u>AFFIRMATION</u> - Where have gains been made? What strategies were used? - Who were the key individuals in achieving these gains? </td> </tr> </table>				<u>AMBITION</u> - 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?		Social Studies Focus Area	The instructional focus is to enhance students' analytical skills in history, civics, economics, and geography by strengthening their ability to interpret primary and secondary sources, engage in inquiry-based learning through debates and simulations, and improve writing proficiency using DBQs and evidence-based argumentation. Additionally, cross-curricular literacy integration will support comprehension of complex texts and critical thinking in historical contexts.	Social Studies SMART Goal:		<u>AFFIRMATION</u> - Where have gains been made? What strategies were used? - Who were the key individuals in achieving these gains?	
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- How will you leverage those individuals and strategies for continuous improvement this school year?

Areas of Progress:

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: The priority is to increase student proficiency in historical analysis, critical thinking, and evidence-based writing by strengthening inquiry-based learning, primary source interpretation, and cross-curricular literacy integration to improve LEAP 2025 performance and overall social studies comprehension.

Student Learning Problem: Students struggle with analyzing primary and secondary sources, constructing evidence-based arguments, and making historical connections. Many students can recall factual information but lack deeper comprehension and the ability to apply historical reasoning in writing and discussions.

Root Cause & Supporting Data:

Limited Exposure to Primary Source Analysis:

- Data: LEAP 2025 item analysis shows low proficiency in document-based questions (DBQs) and historical interpretation.
- Solution: Increase structured analysis of historical documents, maps, and political cartoons in daily instruction.

Weak Writing & Argumentation Skills in Social Studies:

- Data: Writing samples show limited use of evidence, poor argument construction, and weak historical explanations in text-based responses.
- Solution: Implement scaffolded DBQs, sentence stems, and structured writing activities to improve students' historical writing.

Lack of Cross-Curricular Integration with ELA:

- Data: Students struggle with reading complex social studies texts, identifying key themes, and making inferences.
- Solution: Align reading comprehension strategies and writing expectations with ELA instruction.

Student Impact: Higher LEAP 2025 proficiency rates in Social Studies. Stronger historical reasoning and source analysis in writing and discussions. Increased engagement in real-world historical inquiry through simulations, debates, and civic projects. Improved literacy skills supporting success in both Social Studies and ELA.

Educator Professional Learning Needs: Professional development will focus on teaching with primary sources, helping educators integrate historical documents, maps, and artifacts into instruction. Scaffolding DBQs and argument writing will strengthen students' ability to construct evidence-based responses. Inquiry-based learning through Socratic Seminars, debates, and historical simulations will enhance critical thinking. Cross-curricular literacy strategies will improve reading comprehension, analysis, and writing skills in historical contexts. Lastly, data-driven instruction using LEAP 360 and formative assessments will guide targeted interventions and close learning gaps.

ACTION STEPS

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>
Implement Primary Source Analysis & Inquiry-Based Learning in daily instruction (Real word magazines, articles)	Teachers, Admin, Instructional Leaders	Ongoing	Walkthroughs, Lesson Plans, Student Work Samples	Increased use of historical documents, maps, and artifacts in instruction	
Expand Writing & DBQs Aligned to LEAP 2025	Teachers, Admin, Instructional Leaders	Ongoing	Student Writing Samples, LEAP Prep Assessments	Improved student responses in argument writing and text-based questions	
Enhance Cross-Curricular Literacy Integration in Social Studies. Encourage students to examine historical documents, letters, speeches, and articles. Require students to construct arguments, evaluate evidence, and articulate their viewpoints	Teachers, Admin, Instructional Leaders	Ongoing	PLC Meetings, Cross-Curricular Planning	Increased student comprehension and writing performance in historical contexts	

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effectively.(Field Trips)					
Provide Professional Development on Inquiry-Based Learning & Primary Source Analysis (Substitutes)	Teachers, Admin, Instructional Leaders	Ongoing	PD Surveys, Classroom Walkthroughs	Increased use of student-led discussions and historical investigations	Title 1

Non-CORE Academics	Resources: Physical Education, Music, Spanish, Library, and Accelerated Reader		
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>
Increase Student Engagement in Non-Core Subjects through hands-on, project-based learning (PBL) and differentiated instruction (Equipment)	Non-Core Teachers, Admin	Ongoing	Lesson Plan Reviews, Walkthroughs	Increased student participation & performance in non-core subjects	
Enhance Physical Education with Fitness Assessments & SEL Integration	PE Teacher, Counselor	Ongoing	Fitness Test Data, SEL Check-ins	Improved student health awareness & self-regulation skills	
Expand Music Program with student showcases and performance-based assessments (Instruments)	Music Teacher/Band	Each nine weeks	Student Performances, Assessment Rubrics	Increased student participation & skill development	

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>
ELA PD: Training on Evidence-Based Reading & Writing Instruction (close reading, text-dependent analysis, writing across disciplines)	Teachers, Admin, Department Lead Teachers	Ongoing	Student Assessments, Classroom Walkthroughs	Increased LEAP 2025 ELA scores, Improved writing responses	
Math PD: Problem-Solving & Mathematical Discourse Strategies (using Eureka Math, iReady, and small-group instruction)	Teachers, Admin, Department Lead Teachers	Ongoing	Student Assessments, Classroom Walkthroughs	Increased student engagement & problem-solving skills	
Science PD: Inquiry-Based Learning & Hands-On Labs (integrating hands-on STEM activities, virtual simulations)	Teachers, Admin, Department Lead Teachers	Ongoing	Student Assessments, Classroom Walkthroughs	Increased student participation in science investigations	
Social Studies PD: Critical Thinking & Historical Analysis (DBQ strategies, primary source analysis, interactive discussions)	Teachers, Admin, Department Lead Teachers	Ongoing	Student Assessments, Classroom Walkthroughs	Improved LEAP 2025 Social Studies performance	
SEL (<i>What professional development is needed to ensure faculty members can implement the MTSS plan?</i>) - o SEL - o Academics - o Behavior ▪ Trauma-Informed Teaching Practices – Strategies to create a	Teachers, Admin, Department Lead Teachers	Ongoing	Creating a Trauma-Informed Classroom (Quarterly) Using Restorative	Improved student self-regulation and classroom behavior. Increased student	

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safe and supportive learning environment. ▪ Restorative Practices & Conflict Resolution – Implementing restorative circles and positive discipline strategies. ▪ Mindfulness & Emotional Regulation Strategies – Helping students develop coping skills for stress and anxiety. ▪ Embedding SEL in Instruction – Integrating SEL into daily lessons across subjects.			Circles to Build Positive Classroom Culture (Bi-Monthly) Integrating SEL into Academics (Ongoing PLCs)	engagement in SEL-focused activities. Reduced disciplinary referrals due to proactive SEL support.	
ILT members work 2 weeks after/2 weeks before school year ends/begins to identify needs, develop plan of action to address student and staff needs	ILT	May/June 2026 July/August 2026		*ILT schedules *PLC Long Range Plan *ILT Long Range Plan	\$2000

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, 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:							
For the 2025- 2026 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 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).							
Supportive Environments: Schools will select either Supportive Discipline or Supportive School and Classroom Climates.							
Indicator Focus Area 1:				Indicator Focus Area 2:			
S	By May 2026, teachers will implement explicit SEL lessons using research-based curricula (such as Manners of the Heart or Second Step) to improve student self-awareness, self-management, and relationship skills.			S	By May 2026, the school will implement strategies to create a more inclusive and emotionally supportive school climate, focusing on student-staff relationships, classroom engagement, and peer interactions.		
M	Teachers will deliver two SEL lessons per week, and student progress will be monitored through SEL check-ins, student reflections, and behavior data.			M	Student perceptions of school climate will be measured through quarterly SEL surveys, teacher observations, and student focus groups.		
A	Teachers will receive SEL training and coaching support to ensure consistency and quality in lesson implementation.			A	All teachers will participate in professional development on trauma-informed teaching, restorative practices, and positive behavior interventions (PBIS).		
R	This goal aligns with the district’s MTSS framework and CASEL’s best practices for SEL.			R	This goal supports the MTSS framework and ensures that all students have a safe and supportive learning environment.		
T	The goal will be achieved by the end of the 2025-2026 school			T	The goal will be achieved by May 2026, with quarterly climate		

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	year, with progress checks at each quarter.		assessments and PBIS implementation reviews.
I	Implementation will focus on equity and inclusion, ensuring SEL lessons are culturally responsive and adapted to diverse student needs.	I	Culturally responsive teaching strategies will be embedded to ensure equitable practices for all students, particularly those from historically marginalized communities.
E	The school will engage families and community partners by sharing SEL lessons and strategies through parent newsletters and workshops.	E	Families and community members will be engaged through workshops, student-led climate initiatives, and schoolwide SEL events.
Goal Statement: By May 2026, all teachers will implement explicit SEL instruction through structured lessons twice per week to enhance students' self-awareness, emotional regulation, and relationship-building skills. Progress will be monitored through SEL check-ins, student reflections, and behavior data, ensuring all students receive equitable social-emotional support.		Goal Statement: By May 2026, the school will enhance school and classroom climates by implementing trauma-informed practices, restorative approaches, and PBIS strategies to create a safe, inclusive, and engaging learning environment. Student progress will be assessed through quarterly SEL surveys, observations, and student reflections, ensuring continuous improvement in school culture.	

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	
- High-quality, standards-aligned instruction in all content areas. - Differentiated instruction based on students' strengths and needs. - Use of Tier 1 curricula (e.g., Eureka Math, Amplify Science, Bayou Bridges/Gallopade Social Studies, and structured literacy programs). - Universal screening and progress monitoring (DIBELS, LEAP 360, formative classroom assessments). - Cross-curricular literacy and writing integration. - Use of SEL curricula to support classroom engagement and self-regulation. - Daily small-group instruction in reading and math to reinforce skills.	- Implementation of PBIS (Positive Behavior Interventions & Supports) to establish clear expectations. - Explicit SEL instruction using Second Step or other SEL curricula. - Daily morning meetings or SEL check-ins to build relationships and reinforce schoolwide expectations. - School-wide behavior expectations displayed and reinforced. - Restorative Practices to address minor conflicts before they escalate. - Incentive-based behavior programs (e.g., positive office referrals, student leadership roles). - Monthly SEL themes and classroom discussions tied to character education.

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● Embedded literacy strategies in all content areas to build comprehension and critical thinking. ● School-wide focus on academic discourse through Socratic seminars, debates, and inquiry-based learning.	● Increased teacher-student relationship-building activities to improve classroom climate.
Tier II	
● Small-group intervention for students performing below benchmark on DIBELS, LEAP 360, and unit assessments. ● Use of intervention programs (e.g., i-Ready, Amira Learning, Zearn, and Lexia Core) for targeted skill-building. ● Guided reading and structured writing supports. ● Bi-weekly data team meetings to track student progress and adjust interventions. ● High-Dosage Tutoring (HDT) or pull-out intervention groups. ● Structured intervention blocks within the daily schedule to ensure consistent support. ● After-school tutoring and Saturday academies for targeted students. ● Increased use of student goal-setting and progress tracking to promote ownership of learning.	● Small-group SEL interventions with the counselor focused on social skills, emotional regulation, and conflict resolution. ● Check-In/Check-Out (CICO) system for students needing structured behavior support. ● Behavior contracts and individualized positive reinforcement plans. ● Increased communication with families for behavior monitoring. ● SEL mentoring with a trusted adult for additional support. ● Structured behavior intervention sessions during non-instructional time (e.g., Reset Room, lunch mentoring). ● SEL coaching for teachers to implement de-escalation techniques and trauma-informed responses. ● Collaboration with families for home-school SEL consistency.
Tier III	
● One-on-one or very small group instruction with a specialist (SPED, EL support, interventionist). ● Individualized academic plans and personalized learning pathways. ● Modified assignments and assessments for students with severe learning gaps. ● More frequent progress monitoring (every 2-3 weeks) to assess intervention effectiveness. ● Collaboration with Special Education and 504 teams for accommodations and modifications. ● Increased parent communication and progress tracking meetings for Tier III students. ● Flexible scheduling for pull-out support without missing core instruction.	● Individualized Behavior Intervention Plans (BIPs) developed with the MTSS team. ● One-on-one counseling or wraparound services. ● Increased behavior data tracking with frequent review meetings. ● Functional Behavior Assessments (FBAs) conducted for students with significant behavior challenges. ● Collaboration with external mental health professionals or agencies. ● Intensive support groups for students with chronic behavioral issues. ● Increased direct involvement from administrators and behavior specialists. ● Home visits and family support meetings for high-need students.

- | | |
|---|--|
| <ul style="list-style-type: none">• Use of mentor teachers or peer tutors to provide additional academic support. | |
|---|--|

Bi-Weekly Data Review Meetings:

- Teachers, interventionists, and administrators will analyze student progress in DIBELS, LEAP 360, formative assessments, and behavior data.
- Adjustments to Tier II and Tier III interventions will be made based on progress monitoring reports.

Walkthroughs & Observations:

- Administrators and instructional coaches will conduct weekly classroom walkthroughs to observe the implementation of interventions.
- Behavior specialists and counselors will track SEL and behavior interventions for at-risk students.

Intervention Logs & Documentation:

- Teachers and interventionists will document intervention sessions, including student participation and progress.
- Student growth will be measured every 2-3 weeks using formative assessments, teacher observations, and student work samples.

Parent Communication & Student Conferences:

- Regular parent updates and meetings will be conducted for students in Tier II and Tier III interventions.
- Student goal-setting conferences will track progress and promote accountability.

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

Dedicated SEL Block:

- SEL instruction will be scheduled twice a week for 15-20 minutes in the morning using Second Step, or school-wide SEL curricula.
- Classroom teachers will lead SEL lessons, supported by counselors and administrators.

Integration into Core Subjects:

- Teachers will incorporate SEL themes into ELA, Social Studies, and other content areas to reinforce self-awareness, emotional regulation, and social skills.

Small-Group SEL Interventions for Targeted Students:

- Counselors will pull Tier II and Tier III students for SEL support groups and one-on-one check-ins during non-core instructional time.

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

Weekly PLC Meetings:

- Grade-level and content area PLCs will meet weekly during common planning periods to review data, plan instruction, and discuss interventions.
- PLCs will focus on collaborative lesson planning, data-driven instruction, and intervention adjustments.

District & Campus-Specific Professional Development Days:

- Teachers will engage in monthly content-area training aligned with district expectations and school improvement goals.

Cross-Grade Collaboration Meetings:

- Vertical alignment meetings will occur quarterly to ensure progression in academic and SEL skills across grade levels.

Data Meetings with Leadership Team:

- The leadership team will meet bi-weekly to review intervention data and make necessary adjustments to instructional strategies.

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

Dedicated Intervention Blocks:

- A structured intervention/enrichment block will be built into the school day to support Tier II and Tier III students without disrupting core instruction.
- High-Dosage Tutoring (HDT) sessions will be available for struggling students in ELA and Math.

Blended Learning Opportunities:

- Students will use adaptive learning programs (Zearn, Lexia Core, Amira Learning) for personalized instruction during designated independent learning times.

Student Goal-Setting & Self-Paced Learning:

- Teachers will facilitate student-led goal-setting to track progress in both academic and SEL areas.

Before/After-School & Saturday Learning Options:

- Tutoring and enrichment sessions will be offered before and after school for targeted students needing extended learning opportunities

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 Safe.
Classroom	-Listen and follow directions the first time. -Raise your hand to speak. -Use kind words and actions.	-Think before you act.	-Keep hands, feet and objects to yourself.
Hallway	-Walk silently and follow directions.	Stay on the line and always walk to the right.	-Keep hands, feet and objects to yourself.
Cafeteria	Keep your area clean of food and paper.	Get all items from the line before eating.	Wash and dry hands before eating.
Restroom	Respect property and equipment.	-Throw trash in the trash can. -Keep walls, ceilings and doors clean.	Wash hands before leaving.
Bus	-Follow instructions of the bus driver. -Talk in a quiet voice.	Load the bus one at a time.	-Keep hands, feet and objects to yourself
Arrival/ Dismissal	-Greet teachers and classmates. -Use kind words and actions. -Follow adult directions.	-Be on time and ready to learn. -Go straight to class after getting breakfast.	-Walk into the building. -Keep hands, feet and objects to yourself.

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

To ensure all students understand and follow schoolwide behavior expectations, the school will implement a structured behavior expectations rollout at the beginning of each semester. This plan will include explicit instruction, modeling, practice, reinforcement, and ongoing review of expected behaviors across all school settings.

Week 1: Behavior Expectations Kickoff (First 5 Days of School & After Winter Break)

Day 1: Schoolwide Expectations Assembly (Whole School)

- Admin-led assembly to introduce or reinforce behavior expectations.
- Review Behavior Expectations Matrix with examples for each location (classroom, hallway, cafeteria, bus, etc.).
- Discuss PBIS incentives and consequences for positive and negative behaviors.

Days 2-5: Classroom Behavior Lessons

- Teachers explicitly teach behavior expectations for each area of the school using direct instruction, discussions, and modeling.
- Role-playing activities to practice behavior expectations in different locations.
- Restorative conversations on why behavior expectations matter.
- Exit tickets, anchor charts, or reflection activities to reinforce learning.

Behavior Walkthroughs & Modeling (Whole School)

- Grade levels take turns practicing hallway, cafeteria, and arrival/dismissal procedures with teacher guidance.
- Staff model appropriate and inappropriate behaviors and discuss why rules exist.

Check for Understanding

- Teachers administer a short behavior expectations quiz or classroom discussion to confirm understanding.
- Schoolwide reinforcement games (e.g., Jeopardy-style behavior quiz, team challenges) to engage students in learning expectations.

Ongoing Reinforcement Throughout the Semester

Weekly PBIS Focus Area

- Each week, teachers will review and reinforce one key behavior expectation (e.g., “Hallway Respect” Week, “Engaged Learning” Week).

Daily Check-Ins & Reminders

- Morning meetings or bell work with short SEL discussions on behavior expectations.
- Daily announcements reinforcing expectations and celebrating positive behaviors.

Mid-Semester Re-Teaching (Quarterly Behavior Reset)

- Grade-level assemblies to revisit expectations after long breaks (spring break, holiday breaks, etc.).
- Teachers will conduct classroom behavior refresher lessons using scenarios and role-play.
- Behavior walkthroughs and re-teaching of high-traffic areas (e.g., hallway, cafeteria, restroom).

Behavior Tracking & Parent Communication

- PBIS tracking system to monitor positive behaviors and identify areas needing improvement.
- Parent newsletters reinforcing schoolwide expectations and behavior strategies.

PARENT AND FAMILY ENGAGEMENT – 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>
Host Family Literacy & Math Nights to provide parents with strategies to support reading and math at home	Teachers, Admin, Family Engagement Team	Fall and Spring	Parent Meeting Attendance, Student Growth Data	Increased family participation and student growth in literacy and numeracy	\$200
Implement Parent Workshops on Understanding LEAP 2025 & Data Analysis to help families support student progress	Teachers, Admin, Family Engagement Team	Fall and Spring	Parent Meeting Attendance, Student Growth Data	Increased family participation and student growth in literacy and numeracy	\$200
Strengthen Communication Through Family-Focused Digital Platforms (ClassDojo)	Teachers, Admin, Family Engagement Team	Daily, Weekly, Monthly	Attendance Logs, Parent Surveys	Increased family participation and student growth in literacy and numeracy	

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

Parent Communication Strategies:

- MTSS Parent Information Nights: Host bi-annual meetings to explain Tier 1, Tier 2, and Tier 3 interventions, progress monitoring, and how parents can support learning at home.

- Parent Letters & Brochures: Send MTSS introduction letters at the beginning of the year and distribute progress updates throughout the year.
- Dedicated MTSS Page on the School Website: Provide resources, FAQs, and intervention strategies for parents to access at any time.
- Digital Updates (ClassDojo): Send monthly MTSS progress updates and tips for parents to support students at home.

MTSS Plan Overview	The Multi-Tiered System of Supports (MTSS) is a comprehensive framework designed to provide targeted academic, social-emotional, and behavioral interventions to meet the diverse needs of all students. The plan includes evidence-based instructional strategies, progress monitoring, and collaborative support to ensure student success.
Academic Programs & Interventions	Tier 1: Core Instruction for All Students High-quality, standards-aligned instruction in ELA, Math, Science, and Social Studies. Differentiated instruction using Eureka Math, Gallopade, Amplify Science, and structured literacy programs. Universal screening & progress monitoring with DIBELS, LEAP 360, formative classroom assessments. Embedded literacy and writing strategies across all subjects. SEL integration into academic instruction to support student engagement. Tier 2: Targeted Academic Interventions Small-group intervention for students scoring below proficiency on benchmark assessments. Use of intervention programs such as Amira Learning, Zearn. Guided reading, structured writing supports, and math problem-solving strategies. High-Dosage Tutoring (HDT) and pull-out intervention groups. Bi-weekly data team meetings to adjust interventions based on progress monitoring. Tier 3: Intensive Academic Supports One-on-one instruction with interventionists or specialists (SPED, EL, dyslexia support). Personalized learning plans and modified assignments. More frequent progress monitoring (every 2-3 weeks) to track student growth. Collaboration with Special Education, 504 teams, and support services.
SEL & Behavior Interventions	Tier 1: Schoolwide SEL & Behavior Supports (All Students)

	Explicit SEL Instruction ● Implement structured SEL lessons using programs like Second Step ● Conduct daily morning meetings to foster social skills, self-awareness, and emotional regulation. Positive Behavior Interventions & Supports (PBIS) ● Establish clear behavior expectations through a Behavior Expectations Matrix. ● Reinforce positive behavior with school-wide incentives, reward systems, and positive reinforcement. ● Use restorative circles and peer mediation to build problem-solving skills. Classroom Management & Self-Regulation Strategies ● Implement calm-down corners in every classroom with tools for self-regulation. ● Use brain breaks and mindfulness activities to help students refocus. ● Teach students conflict resolution skills to manage peer relationships effectively. Consistent Routines & Transitions ● Provide clear expectations and predictable classroom routines to prevent behavior issues. ● Use visual schedules and checklists to help students navigate transitions smoothly. Schoolwide SEL Culture & Family Engagement ● Host SEL parent workshops to teach strategies for emotional regulation at home. ● Promote staff SEL training to ensure all educators model and reinforce SEL strategies. Tier 2: Targeted SEL & Behavior Interventions (Some Students) Small-Group SEL Support ● Provide SEL intervention groups led by counselors or behavior specialists to support students with emotional or social challenges. ● Use Check-In/Check-Out (CICO) systems for students needing extra behavior monitoring.
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Community Involvement

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

Partner with Local Businesses & Organizations for Student Support

Collaborate with local businesses to sponsor student incentives for academic and behavior achievements (PBIS rewards, reading challenges, attendance awards).

Engage with Universities & Educational Institutions

Establish teacher mentorship and tutoring programs with local colleges/universities to support students needing Tier 2 & Tier 3 interventions. Collaborate with education departments to provide intern teachers or intervention specialists to assist in small-group learning.

Strengthen Family & Parent Engagement

Involve Law Enforcement & First Responders in Positive Engagement

Collaborate with local police and fire departments for safety workshops, school assemblies, and community-building events.

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 who 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>
Targeted Recruitment of Certified Teachers	Principal, HR Department	Ongoing	Teacher Certification Reports	Increased percentage of certified hires	
Provide Certification Pathway Support for Non-Certified Teachers	Principal, Mentor Teachers	Monthly Check-Ins	Individual Progress Plans	All non-certified teachers enrolled in certification programs	
Retain Highly Effective Certified Teachers Through Incentives & PD	Principal, Mentor Teachers	Monthly Check-Ins	Teacher Retention Data, PD Participation	Increased retention of certified and highly effective teachers	

Transition to Next-Level School Programs

Choose Appropriate Level

Elementary School to Middle School

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>
Host 5th grade transition parent and student nights	Admin, Counselors, PreK Staff	Spring Semester	Parent & Student Attendance Logs	Increased parent involvement & student readiness	\$200

Academic Intervention

Schools with Academic Intervention Labels

Is the school identified as a school requiring academic intervention?

Academic Intervention Label:

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

AUS Status -

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.
The data analysis and needs assessment process involved collecting quantitative and qualitative data, such as student performance metrics, surveys, and feedback from teachers and parents. This data was analyzed to identify key areas for improvement and student needs. Based on these insights, the school developed its vision and set goals that align with addressing identified gaps and enhancing overall student success.
Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned with the vision and needs.
<i>Stakeholders should include, at minimum, the administrator, teachers, paraprofessionals, parents, and members of the community.</i>
Key stakeholders, including administrators, teachers, paraprofessionals, parents, and community members, collaborate to identify student needs, with each group offering unique perspectives based on their roles. Their input is essential in developing a vision and setting goals that align with both student needs and community expectations.
If applicable, describe how the plan is coordinated and aligned with your schoolwide budget and parental involvement budget.
The plan is coordinated and aligned with the schoolwide budget and parental involvement budget by ensuring that resources are allocated to support key initiatives and activities that directly enhance student outcomes and engage families in the process. This alignment ensures that funding is used effectively to meet both academic and community engagement goals.

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)

The school’s theory of action focuses on continuous professional development, coaching, modeling, and collaboration to strengthen instructional practices. The instructional leadership team guides these efforts, while teacher collaboration ensures alignment and shared best practices to enhance teaching effectiveness and student outcomes.

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?

To achieve the vision, we will focus on developing leadership skills, offering professional development for teachers, and creating mentorship opportunities. These changes are based on the needs assessment, which showed the importance of strengthening leadership and providing more support for teachers to better help students succeed.

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.

The school’s plan to ensure strong leadership over the next three years includes providing ongoing professional development for the principal and supporting key leadership roles through regular training and mentorship. Additionally, we will focus on identifying and developing future leaders by offering leadership training, growth opportunities, and a clear pathway for advancement within the school.

What steps is your school taking to retain effective educators?

To retain effective educators, our school is offering ongoing professional development opportunities, fostering a supportive work environment, and implementing mentorship programs. We are also focusing on adult social-emotional learning, providing growth opportunities, and ensuring a healthy work-life balance to help teachers feel valued and supported in their roles.

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?

The school analyzed academic performance, demographics, stakeholder input, school climate, and resource data to identify strengths and gaps. This informed a vision and goals focused on academic growth, equity, student well-being, and community engagement.

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?

The school selects evidence-based strategies by aligning them with the needs assessment findings, prioritizing those with strong or moderate research backing from studies and best practices. Educators implement strategies proven to address identified gaps, ensuring they are data-driven, practical, and adaptable to student needs.

How is your school identifying and creating key positions to support school improvement and academic achievement?

The school creates key positions by analyzing performance data and aligning roles with improvement goals to provide targeted academic support and professional development.

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?

The school's theory of action emphasizes ongoing professional development, data-driven decision-making, and collaborative coaching to strengthen instructional leadership. By equipping educators with effective strategies and monitoring student progress, the school ensures high-quality instruction and measurable student achievement.

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

- Data-driven instruction – Using assessment data to tailor teaching methods and track student progress.
- Targeted interventions – Providing additional support for students who need remediation or enrichment.
- Professional development – Training educators to enhance instructional effectiveness and address student needs.
- Personalized student support – Adapting instruction to meet individual learning needs.
- Improving teacher capacity – Strengthening educators' skills through training and collaboration.
- Fostering a culture of continuous improvement – Encouraging ongoing assessment and refinement of teaching practices.

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

The school assesses staff expertise, resource availability, and instructional needs through data analysis and stakeholder input. The ILT evaluates workload, professional development needs, and support structures to ensure instructional approaches are implemented efficiently and effectively.

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?

My school plans to expand its instructional approach by integrating personalized learning strategies that tailor instruction to accommodate the varying abilities, interests, and learning styles of students, and incorporating technology to facilitate individualized learning experiences and support personalized learning paths to meet diverse student needs. Tailoring instruction to accommodate the varying abilities, interests, and learning styles of students. Professional development for teachers will be prioritized to ensure consistent implementation and ongoing data analysis will guide adjustments to maintain effectiveness and sustainability.

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

My school selects evidence-based strategies by using needs assessment data to identify areas for improvement. We prioritize strategies with proven effectiveness, categorizing them as strong, moderate, or promising based on research and alignment with student needs.

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?

The school's theory of action around structural configuration focuses on aligning organizational structures with instructional goals. Ensuring that the ILT, TC, and resources are strategically organized, will support collaboration, professional development, and the consistent implementation of effective teaching practices, ultimately enhancing workforce effectiveness and student outcomes.

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

We plan to implement targeted academic interventions, such as small-group tutoring and differentiated instruction, to address student learning gaps. Additionally, we will provide social-emotional support programs to help students manage their emotions and improve overall well-being while ensuring that IEP and 504 accommodations are documented and provided. These supports are directly tied to the needs identified in our assessment, which highlighted the need for both academic support and emotional development to enhance student success.

How is your school selecting strong, moderate, or promising evidence-based strategies?

Our school selects evidence-based strategies by examining research and reviewing data from student assessments, including test scores, attendance, and feedback from teachers and parents. We classify strategies as strong, moderate, or promising based on their proven success in addressing specific academic or behavioral needs, ensuring they are tailored to our school's goals and have a measurable impact on improving student achievement and overall well-being.

How is your school determining strategies based on themes from the needs assessment to meet projected short- and long-term goals?

Our school determines strategies based on themes from the needs assessment by analyzing identified areas of need, such as academic gaps, and aligning them with our short- and long-term goals. For short-term goals, we focus on targeted interventions, such as tutoring, while for long-term goals, we implement systemic changes like curriculum adjustments and professional development, ensuring all strategies align with our long-range plan to address root causes and sustain improvement over time.

Critical Categories

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

How is your school establishing or continuing internal routines?
Our school is establishing and continuing internal routines by implementing weekly ILT and TC meetings to review student progress, analyze data, and adjust instructional strategies. We have a system for tracking student performance, where teachers input and access data regularly. Additionally, monthly professional development sessions focus on refining instructional practices, and we have set protocols for communication between staff, administration, and families to ensure alignment and consistent support for students.
How is your school establishing or continuing routines with stakeholders?
Our school is establishing and continuing routines with stakeholders by holding regular meetings to discuss student progress and school initiatives. We send out monthly newsletters to keep families informed about important events, updates, and resources. Additionally, we ensure consistent communication through parent-teacher conferences, surveys for feedback, and involvement in school decision-making processes, fostering ongoing collaboration and support for student success.
How is your school conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising the schoolwide plan?
Our school conducts an annual review of the schoolwide plan by analyzing student achievement data, and survey results from teachers, students, and parents, and assessing the effectiveness of current interventions and strategies. We share progress through our school newsletter, school app, at the annual open house meetings/literacy night, and via updates on the school website. After reviewing the data and feedback, we revise the plan by adjusting goals, refining instructional strategies, and allocating resources to better address emerging needs and ensure continuous improvement.
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?
Our school makes the schoolwide plan available to teachers, paraprofessionals, parents, and the public by posting it on the school website and distributing printed copies at key school events, such as parent-teacher conferences and open houses. The plan is provided in a clear, accessible format, using plain language to ensure it is understandable. Additionally, we ensure that it is translated into Spanish (or other languages as needed) to meet the needs of non-English speaking parents, in compliance with Louisiana law. Regular updates are shared via newsletters and through direct communication from teachers to keep all stakeholders informed.
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)?

Our school is structured for sustainability by establishing a cross-functional leadership team ILT that coordinates and integrates activities across all programs. This team ensures alignment between the schoolwide plan and other federal, state, and local services, such as Title I, special education services, health and nutrition programs, and career and technical education programs. For example, we integrate academic interventions with after-school programs funded by federal grants, while also aligning our culture and climate initiatives with local community support services. Regular communication between program coordinators, staff, and external partners ensures that resources are efficiently used and that activities support the broader goals of student success and well-being.