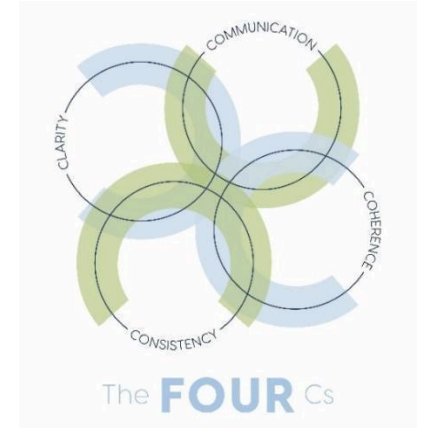




East Baton Rouge Parish School System Schoolwide Plan Arlington Preparatory Academy

Grades: 6th-12th

Address: 6125 Winborne Avenue, Baton Rouge, LA 70805

Principal: Margot Morgan- Forbes

Email: mforbes@ebrschools.org

Website: <https://ebrschools.org/schools/arlington/>

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 - Margot Morgan- Forbes	Date
Executive Director- James Smith	Date

Faculty and Staff Review

Date	Name	Position	Signature
	Archield, Bobbie	TOR Moderator	
	Bell, Gloria	ESS Community Based Teacher	
	Brown, Troy	ESS Community Based Teacher	
	Carley, Patricia	Librarian	
	Ceballos, Janette	ESS Self Contained Teacher	
	Dela Cruz, Lisandro	ESS Community Based Teacher	
	Eborda, Ma Concepcion	High School Teacher	
	Morgan-Forbes, Margot	Principal	
	Granger, Verna	High School Teacher	
	Havard, Crystallynne	ESS Community Based Teacher	
	Heims, Breianna	High School Teacher	
	Jupiter, Sherrie	ESS Community Based Teacher	
	Knox, Christian	PE Teacher	
	Lausa, Rexenie	ESS Community Based Teacher	
	Mason, Dionne	ESS Community Based Teacher	
	Percy, Christal	High School Teacher	
	Perry, Johnnie	School Counselor	
	Santos, Ralph	Education for Careers Teacher	
	Thompson-Givens, Katina	Administrative Dean	
	Tolliver, Marie	ESS Community Based Teacher	
	Monroe, Latoya	Business Education Teacher	
	Tucker, Jackie	APE Teacher	
	Velasquez, Jonathan	High School Teacher	

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	Vincent, Louise	ESS Community Based Teacher	
	Welborn, Sonya	Family and Consumer Science Teacher	
	Asa, Toribio	Teacher Aide Special Education	
	Brewer, Gabrielle	Child Specific Teacher Aide	
	Calvo, Rey	Child Specific Teacher Aide	
	McGrew, Mitchell	APE Teacher	
	Caringal, Jeremy	ESS Paraprofessional (Child Specific)	
	Garcia, Catherine	Executive School Secretary	
	Haney, Lois	ESS Paraprofessional	
	Harrison, Debra	Teacher Aide Special Education	
	Hawkins, Dianca	ESS Paraprofessional	
	Cooks, Sonia	Cafeteria Worker	
	James, Joshua	ESS Paraprofessional (Child Specific)	
	Nance, Brian	SETA Child Specific Tch Aide	
	Johnson, Tre'von	Child Specific Teacher Aide	
	Montgomery, Kenyatta	Teacher Aide Special Education	
	Williams, Pamela	Guidance Clerk	
	Williams, Ernestine	Teacher Aide Special Education	
	Washington, Thalia	School Clerk	
	Turner, Donna	ESS Paraprofessional	
	Thomas, Sharon	ESS Paraprofessional	
	Thomas, Jimmie	ESS Paraprofessional	
	Smith, Jazmine	Teacher Aide Special Education	
	Pongyan, Gio	Child Specific Teacher Aide	
	Pickett, Trenese	ESS Paraprofessional	
	Packwood, Evanger	Teacher Aide Special Education	

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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

The mission of Arlington is to promote a positive school climate that enhances student learning through teaching, recognizing and rewarding positive behavior. We are committed to employing a data driven approach in our efforts to implement our schoolwide program. The purpose of Arlington is to educate, empower, and enable all students to become caring, contributing citizens who can succeed in an ever-changing work and post-secondary school environment. Arlington is committed to focusing on high expectations and individual academic success for students of all cognitive ability levels and to creating a school community of respect and responsibility.

School's Vision

Arlington is committed to providing a program that will enable each student to develop to his/her highest potential academically, functionally, and socially. Our vision is to be an "A" school of excellence by providing a nurturing foundation that promotes and inspires leadership and diversified academic success for all stakeholders through their strengths, talents, and gifts to ensure that our students are on track to a college degree or professional career and prepared to compete and lead in their community and a global world.

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.

Arlington Preparatory Academy [Arlington Long Range Plan](#)

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

ILT Members			
ILT Meeting Date and Time: Monday 8:00 AM			
Margot Morgan-Forbes	Bobbie Archield		
Katina Thompson-Givens	Verna Granger		
Johnnie Perry			

Data Types

Long Range Plan Link: [Arlington Long Range Plan](#)

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
95	82	0	3	7	92	95	2	2	0
Percentage	86.3	0	2.1	7.4	96.8	100	2.1%	2.1	0

School Performance Score				
2018-2019 SPS 59=D	2021-2022 SPS 72.1=C	2022-2023 SPS B=87.6	2023-2024 SPS 83.1=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 B=86.8	2021-2022 SPS B	2022-2023 SPS 74.3=C	2023-2024 SPS 67.3=C	2024-2025 SPS Letter Grade

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ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
0	0	2.3%	13%	0	0

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	One initial test taker scored Mastery in English II Leap 2025	Spring 2024 LEAP 2025 School Achievement Level Report
2.	Three initial testers scored basic on English I, English II, and Geometry, and two initial testers scored basic in US History and two initial testers scored basic in Biology .	Spring 2024 LEAP 2025 School Achievement Level Report
3.	The school performance letter grade remained a B.	Spring 2024 LDOE School Report Card

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: Instrumentation of TLAC Strategies	
Instrument(s): Cognia Survey 2023- 2024 ; LEAP 2025 School Achievement Level Report	
Data Type: 1. Attitudinal 2. Attitudinal 3. Cognitive	Findings 1. According to the Parent Survey, parents strongly agree that the school and staff hold high expectations for their child. 2. According to the Academic Audit, the students agree that the school and faculty have high expectations for the students. 3. 18% of the students scored proficient in English II and 29% scored proficient in US History

Contributing Factor: High Student Engagement	
Instrument(s): 2024 LDOE School Performance Score; External Observational Ratings	
Data Type: 1. Cognitive 2. Behavioral 3. Cognitive	Findings 1. External observers indicated that the highest instructional practices observed were 13% in providing directions/instructions and Hands-on Experiments/ Lab 2. Administrator walkthroughs from 23-24 school year findings indicated that the staff prompted high expectations in the classroom. 3. 18% of the students scored proficient in English II and 29% scored proficient in US History

Contributing Factor: Teachers are preparing students for career and college readiness by integrating technology and obtaining credentials
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Instrument(s): 2024 LDOE School Performance Rubric; 2023-24 School Graduation Rates; 2023-2024 School Cohort Credential rates	
Data Type: 1. Cognitive 2. Behavioral 3. Cognitive	Findings 1. Second Year Dropout Credit Accumulation Index is greater than 145. 2. External Observers also indicated that Arlington teachers scored 93% in the category of teachers using technology to disseminate information. 3. Increased attainment of IBC resulted in students meeting graduation requirements making them career and college ready.

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	0% of the students scored proficient on Algebra I LEAP 2025	SY 2023-24 US History LEAP 2025 DRC Student Reports
2.	91% of the students were non proficient in English I LEAP 2025 and 82% of the students were non proficient on English II LEAP 2025.	SY 2023-24 LEAP 2025 Student Reports in DRC
3.	0% students scored proficient on ACT testing	SY 2023-24 Arlington Prep School Performance Rubric

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: There is limited use of activities and questioning strategies that require higher -order thinking skills	
Instrument(s): Administrator walkthrough data and Spring 2024 LEAP 2025 Student Level Reports	
Data Type: 1. Behavioral 2. Behavioral 3. Cognitive	Findings 1. According to Administrator Walkthrough Observations, teacher instruction has limited opportunities for HOTS. 2. According to Exceptional Student Spring Audit classroom observations, 0% was obtained in the following observation primary areas: identifying similarities/differences, homework/practice, generating/testing hypotheses, summarizing/note taking and non-linguistic representations. 3. 0% of the students scored proficient on Algebra I LEAP 2025 and 0% of the students scored proficient on ACT testing.

Contributing Factor: Lack of Literacy Skills
Instrument(s): Administrator walkthrough data and Spring 2024 LEAP 2025 Student Level Reports

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Data Type: 1. Behavioral 2. Behavioral 3. Cognitive	Findings 1. Academic Audit Observation results noted teachers limited us of the six literacy strategies with fidelity in the classroom. 2. Administrator Walkthrough Data for 23-24 indicate a low percentage of implementation of the 6 required literacy strategies in the classroom 3. 0% of the students scored proficient on Algebra I LEAP 2025 and 0% of the students scored proficient on ACT testing.
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Contributing Factor:	
Instrument(s):	
Data Type: 1. 2. 3.	Findings 1. 2. 3.

Schoolwide Goals

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math			Math			Graduation Rate	61.5	67
English			English			Read based on a nationally recognized exam		
Math growth for the lowest 25% of students			Science			Accelerated into college coursework,		

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						career training, or service		
English growth for the lowest 25% of students			Social Studies					
English Language Acquisition (ELL)	NA							

Overall Goal: By the end of the 2025-2026 school year, Arlington’s SPS score will increase from 83.1 to 83.5 as measured by Louisiana’s Accountability System.

CORE ACADEMICS - ELA	Tier 1 Resources: My perspective		
	✓ Student Achievement	Exemplary Customer Service	Operational Excellence
<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	Improve the following reading performance: · Analyze less complex grade level fiction, drama, poetry (Literary Text) · Analyze grade level nonfiction including texts about history, science, art and music. (Informational Text) · Use context to determine the meaning of words and phrases in grade level texts		

DIBELS Focus Area	N/A
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 5.6 to 5.7 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: Knowledge and use of language conventions	
<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: Maintain or increase the number of students who will earn a score of 85 (Basic) by 2.	
Student Learning Problem: Weakness on Literary Text, Informational Text, Reading Literature	
Root Cause & Supporting Data: Weak student background skills on ELA standards as per ANET data	
Student Impact: Students will: 1. increase skills in literacy , information text, and reading comprehension related to ELA. 2. improve scores on LEAP 2025. 3. graduate from high school	
Educator Professional Learning Needs: PLC on use of resources , monitoring of progress; District PD; Math collaboration with other content area colleagues	

<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>
Instructional - Analyze less complex grade level fiction, drama, poetry (Literary Text) - Analyze grade level nonfiction including texts about history, science, art and music. (Informational Text) - Use context to determine the meaning of words and phrases in grade level texts Instruction: - State standards will be implemented, as appropriate, for the ELA core content area as outlined by the LDOE and the district. Year-long scope and sequence plans that bundle standards into units of study will be utilize the LDOE (non-ELA/math teachers will Incorporate appropriate ELA/math into their scope and sequence). - TIER I resources will also be incorporated within the year-long scope and sequence document. 3. Each teacher will identify student performance necessary to master content and connect to end of year goals and develop ELA/ unit plans to meet the needs of their students. 4. Each teacher will establish lesson objectives and student practice that scaffolds student learning meet the unit standards and	ELA Teacher Literacy Coach Academic Coordinator- School Site Coordinator	Aug 25 - May 26	LEAP 360, Illuminate; Formal and Informal Teacher made assessments	Formal and Informal Teacher made assessments	Title I SW 26,000 PFE

assessment. 5. Each content area teacher (cross-curricular) will identify how students will connect the texts in a set (ELA and Math). 6. After school tutoring will be provided to students identified as needing additional support to meet the standards. 7. Project Based and Reciprocal Teaching Strategies will be incorporated in all lesson plans. 8. Implement ACT WorkKeys and IXL ACT school wide; Purchase ABC LEAP Practice Material; Use copier to duplicate instructional materials. 9. ELA Content Leader will model and demonstrate during PD timely effective interventions that teachers can use for all students having difficulty meeting the proficient and advanced levels of academic performance.					
10. Principal will attend a professional development conference for strategies to implement school wide for all academic areas.					

CORE ACADEMICS - Mathematics	Tier 1 Resources: McGraw Reveal/ Savvas		
☐ 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	Improve expressing mathematical reasoning.		
Math SMART Goal:	The Math Assessment Index will increase from 0% to 1% 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: Expressing mathematical reasoning and modeling application. Remediation of Math Skills during after school tutoring have been consistently implemented to monitor student 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: Maintain or increase the number of students who will earn a score of 85 (Basic) by 2.			

Student Learning Problem: Weakness on Literary Text, Informational Text, Reading Literature					
Root Cause & Supporting Data: Weak student background skills on Math standards as per LEAP 360 data					
Student Impact: Students will: 1. increase skills in literacy , information text, and reading comprehension related to math. 2. improve scores on LEAP 2025. 3. graduate from high school					
Educator Professional Learning Needs: District PD; Math collaboration with other content area colleagues					
<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>
Continuous monitoring of standards covered in the scope and sequence; · early intervention by doing after school tutoring year round. Instruction: State standards will be implemented, as appropriate, for Math content area as outlined by the LADOE and the district. Year-long scope and sequence plans that bundle standards into units of study will be utilized • School and district MATH CONTENT LEADER WILL PROVIDE THE FOLLOWING TO CORE, SPECIAL EDUCATION AND CTE TEACHERS: • The content leaders will effectively implement Tier I Resources as outlined by the LADOE and EBR School’s Department of Curriculum and Instruction. The Content Leader will assist teachers in maximizing student mathematical learning based on student diagnosis. • Purchase Common Core Algebra 1 Answer Keys through eMath Instruction Weekly, ABC	Math Coach Math Teacher Academic Coordinator School Site Coordinator	Aug 2025 - May 2026	Formal and Informal Teacher made assessments	Illuminate, LEAP 360	Title I SW 26,000 PFE

LEAP Practice Material; The Math content leader teacher will assess teachers in the use of a variety of research-based instructional strategies which includes: 1. Each teacher will differentiate instruction by modifying instructional activities to meet the needs of all students as identified by common Formative assessments.) 2. Each teacher will establish a year-long scope and sequence; using the Teacher Toolkit resources from the LDOE (non-ELA/math teachers will Incorporate appropriate math into their scope and sequence). TIER I resources will also be incorporated within the year-long scope and sequence document. 3. Each teacher will identify student performance necessary to master content and connect to end of year goals and develop Math unit plans to meet the needs of their students. 4. Each teacher will establish lesson objectives and student practice that scaffolds student learning meet the unit standards and assessment. 5. Each content area teacher (cross-curricular) will identify how students will connect the texts in a set (ELA and Math). 6. After school tutoring will provided to students identified as needing additional support to meet the standards. Use a copier to duplicate instructional materials. 7. Project Based, Reciprocal Teaching Strategies and TLAC will be incorporated in all lesson plans. 8. Implement ACT WorkKeys school wide					
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activities in Math class. 9. School Math Content Leader will model and demonstrate during PD timely effective interventions that teachers can use for all students having difficulty meeting the proficient and advanced levels of academic performance. ●Implement Math strategies acquired from PD training required for CIR schools via Teacher Leader Summit.					
11. Administrative Dean/ Dean of Students will attend National Council of Teachers of Math Spring Conference to for strategies that can be utilized in classrooms					
12.Principal will attend a professional development conference for strategies to implement school wide for all academic areas.					

CORE ACADEMICS - Science	Tier 1 Resources: Savvas		
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	Improve scientific reasoning and inquiry		
Science SMART Goal:	The Science Assessment Index will increase from 0% to 1% 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: Investigative process has demonstrated areas of progress.; Remediation of Science Skills during after school tutoring have been consistently implemented to monitor student 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: Maintain or increase the number of students who will earn a score of 85 (Basic) by 2			

Student Learning Problem: Weakness on Literary Text, Informational Text, Reading Literature					
Root Cause & Supporting Data:Weak student background skills on science standards as per Illuminate/ LEAP 2025 data					
Student Impact:Students will: 1. increase skills in literacy , information text, and reading comprehension related to science. 2. improve scores on LEAP 2025. 3. graduate from high school					
Educator Professional Learning Needs:District PD; Science collaboration with other content area colleagues					
<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>
Instruction: - State standards will be implemented, as appropriate, for the Science content area as outlined by the LADOE and the district. Year-long scope and sequence plans that bundle standards into units of study will be utilized - The content leaders will effectively implement Tier I Resources as outlined by the LADOE and EBR School's Department of Curriculum and Instruction. The Content Leader will assist the science teachers in maximizing student learning based on student diagnosis. Weekly, the Science teacher will use a variety of research-based instructional strategies which includes - The science teacher will differentiate instruction by modifying instructional activities to meet the needs of all students as identified by common Formative assessments.) - The science teacher will establish a year-long scope and sequence; using the Teacher Toolkit	Science Teacher Principal Assistance from Science Content Trainer	August 2025-May 2026	Illuminate, CFA Embedded Assessments in Curriculum / Resources	The principal/Scienc e content leader will review the teacher - complet ed scope/sequence and unit plans (annually/unit-b y-unit) Against a rubric to determine quality and completeness of work. 2. The principal/science content leader will conduct weekly walkthroughs	Title I SW 26,000 PFE

resources from the LDOE .TIER I resources will also be incorporated within the year-long scope and sequence document. 3. The science teacher will identify student performance necessary to master content and connect to end of year goals and develop Science unit plans to meet the needs of their students. 4. The science teacher will establish lesson objectives and student practice that scaffolds student learning meet the unit standards and assessment. 5. The science teacher (cross-curricular) will identify how students will connect the texts in a set (ELA and Math). 6. After school tutoring will be provided to students identified as needing additional support to meet the standards. 7. Project Based and Reciprocal Teaching Strategies will be incorporated in all lesson plans. 8. Implement ACT WorkKeys exercises , during Science class, when time permits; Purchase ABC LEAP Practice Material 9. The School Science Leader will model and demonstrate during PD timely effective interventions that teachers can use for all students having difficulty meeting the proficient and advanced levels of academic performance. 10. Implement Science strategies acquired from PD training required for CIR schools via Teacher Leader Summit. 11..Principal will attend a professional development conference for strategies to implement school wide for all academic areas				and also formal/informal observation to collect evidence of differentiation within lessons as a result of data gathered Through common formative assessments. 3. The principal/science content leader will keep rosters of student participants, attendance, pre-/post test scores, ACT, LEAP 2025 ,Credentials and other assessments related to After school tutoring. 1. The principal/science content leader will review beginning/endin g assessment result of	
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				students receiving additional interventions from all teacher for evidence of learning mastery and adjustment of interventions to match student needs.	

CORE ACADEMICS - Social Studies	Tier 1 Resources: LDOE/ District Resources		
✓ 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?			
Social Studies Focus Area	Establishing context: Apply chronological reasoning, establish continuity and change, making comparisons and connections; apply spatial understanding Examining Sources and Expressing Claims: Examine and use secondary sources; distinguish between relevant and irrelevant information; construct and express claims supported with relevant evidence.		
Social Studies SMART Goal:	The Social Studies Assessment Index will increase from 0% to 1% 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: Examining sources and expressing claims. Remediation of Social Studies Skills during after school tutoring have been consistently implemented to monitor student 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: Maintain or increase the number of students who will earn a score of 85 (Basic) by 2					
Student Learning Problem: Weakness on Literary Text, Informational Text, Reading Literature					
Root Cause & Supporting Data: Illuminate/ LEAP 2025					
Student Impact: Students will: 1. increase skills in literacy , information text, and reading comprehension as it relates to social studies. 2. improve scores on LEAP 2025. 3. graduate from high school					
Educator Professional Learning Needs: District PD; Science collaboration with other content area colleagues					
<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>
Instruction: - State standards will be implemented, as appropriate, for the Social Studies content area as outlined by the LADOE and the district. Year-long scope and sequence plans that bundle standards into units of study will be utilized - The content leaders will effectively implement Tier I Resources as outlined by the LADOE and EBR School's Department of Curriculum and Instruction. The Content Leader will assist the science teachers in maximizing student learning based on student diagnosis. Weekly, the Science teacher will use a variety of research-based instructional strategies which includes 1. The social studies teacher will differentiate	Social Studies Teacher Principal Assistance from Social Studies Content Trainer	August 2025-May 2026	Illuminate, Teacher assessments, CFA, Embedded Assessments in Curriculum / Resources	1. The principal/Social Studies content leader will review teacher-completed scope/sequence and unit plans (annually/unit-by-unit) Against a rubric to determine quality and completeness of work. 2. The principal/Social	Title I SW

instruction by modifying instructional activities to meet the needs of all students as identified by common Formative assessments.) 2. The social studies teacher will establish a year-long scope and sequence; using the Teacher Toolkit resources from the LDOE .TIER I resources will also be incorporated within the year-long scope and sequence document. 3. The social studies teacher will identify student performance necessary to master content and connect to end of year goals and develop Science unit plans to meet the needs of their students. 4. Purchase ABC LEAP Practice Material 5. Principal will attend a professional development conference for strategies to implement school wide for all academic areas				Studies content leader will conduct weekly walkthroughs and also formal/informal observation to collect evidence of differentiation within lessons as a result of data gathered Through common formative assessments. 3. The principal/Social Studies content leader will keep rosters of student participants, attendance, pre-/post test scores, ACT, LEAP 2025 ,Credentials and other assessments related to After-school tutoring 4. The principal/Social	
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				Studies content leader will review beginning/ending	

Non-CORE Academics	Resources: CATE and Fine Art and Physical Education/ District Based Resources			
✓ 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>
Instruction: - State standards will be implemented, as appropriate, for CATE, Physical Education and Fine Art content area teachers as outlined by the LDOE and the district. Year-long scope and sequence plans that bundle standards into units of study will be utilized. - The teachers will effectively implement Tier I Resources as outlined by the LDOE and EBR School's Department of Curriculum and Instruction. The District Content Leader will assist the CATE, Fine Arts and Physical Education teachers in maximizing student learning based on student	3 CATE Teachers (FACS, Business and Career) 3 Physical Education Teachers 1 Fine Arts Teacher	Aug-2025-May 2026	Teacher made assessment Embedded Assessments in Curriculum / Resources	Lesson Plans Monthly teacher observations	CATE funding Fine Arts Funding IDEA (AP teachers funding)

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

- *Subgroups: ESL, ELL*
- *Freshman Academy: NA*
- *ACT: 0% proficient, will use district IXL ACT platform for remediation.*
- *Pathways : Business*
- *Graduation Rate: 61.5*
- *Attendance Rate : 91*

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>
Professional Development: (Consider linking your ILT Long Range Plan) • Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by principal and district PD subject specialists. ELA 6 th -8 th : Pearsons, District 9th -12th : Pearsons, District: iReady Math • Teachers will receive coaching plans via a tiered approach in an effort to support, motivate, and develop a teacher by setting concrete, short term, individualized goals.	Teachers, Principal, Content Leaders (ie District Coaches); Counselor, SEL personnel	August 2025 - May 2026	Sign-In Sheets from PLC/TC Sign-In Sheets from Professional Development Sessions Professional Leave forms	Sign-In Sheets from PLC/TC Sign-In Sheets from Professional Development Sessions Professional Leave forms	Title I funds
SEL (What professional development is needed to ensure faculty members can implement the MTSS plan?) - o SEL - o Academics - o Behavior					

MULTI-TIERED SYSTEM OF SUPPORT

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
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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	All teachers will deliver the SEL curriculum during their HR period. We hope to create an inclusive environment where all students feel welcomed.	S	Arlington will develop a system of consistency in discipline through the use of restorative practices and utilizing Reset rooms (formerly known as TOR) and ensuring a perspective on discipline policies/practices to ensure we are representing their voices.
M	2025-2026 School Year	M	2025-2026 School Year
A		A	
R		R	
T		T	
I		I	
E		E	

Goal Statement:

During the 2025-2026 school year, Arlington is going to focus on ensuring that every student receives 20 minutes of explicit SEL instruction daily using the rethinkEd platform. As a result, we should see an increase in student SEL scores.

Goal Statement: During the 2025-26 school year Arlington is going to focus on implementing supportive and consistent discipline policies that seek not only to address discipline concerns, but also help the student from repeating the infraction.

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	
All students receive high-quality curriculum and instruction in the classroom through differentiation.	All students are explicitly taught positive behavioral expectations. The teacher uses a consistent approach to classroom management
Tier II	
The school provides supplemental instruction and remediation of skills, with progress monitoring, for students not meeting the academic standards.	The school provides supplemental targeted behavioral skill interventions, with progress monitoring, often in small groups.
Tier III	
The school provides intensive skill-specific interventions with frequent progress monitoring outside the classroom setting for students falling significantly below standards	The school provides customized interventions with frequent progress monitoring in collaboration with administration, specialists and families.

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

Administration will implement a checklist for teachers to complete which will ensure implementation.

Scheduling Mandatory: What is the designated time for Explicit SEL Instruction? **SEL will take place during the 1st hour.**

How will time be scheduled for PLCs/Grade or Content Teams? **45 minutes**

Planning for the Future: How can individualized learning time be scheduled for students throughout the school year? **ILT--a time set aside for students to work independently on learning goals, online programming, etc.)** ILT will be done by the school counselor when students need to obtain this service.

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	Be Respectful	Be Prepared	Make Responsible Decisions
Classroom	• With permission, use proper, considerate and quiet language. • Sit with hands, objects, and feet to one self.	If you need to use the restroom, do so during class changes. • Be sure you need everything for class.	• Arrive to class before the tardy bell rings. • Follow any additional teacher rules.
Hallway	• Use proper, considerate and quiet language. • Walk with hands, objects, and feet to one self.	• If you need to use the restroom, do so during class changes. • Be sure you need everything for class. • Keep moving towards your next class during class changes. • Arrive to class before the tardy bell rings.	• If you need to use the restroom, do so during class changes. • Be sure you need everything for class. • Keep moving towards your next class during class changes. • Arrive to class before the tardy bell rings.
Cafeteria	• Move through the breakfast/lunch line quickly. • Always wash your hands before eating. • Finish lunch before the end of your lunch shift • Eat breakfast/lunch at designated areas only. • Eat lunch before purchasing a snack from	• Move through the breakfast/lunch line quickly. • Always wash your hands before eating. • Finish lunch before the end of your lunch shift • Eat breakfast/lunch at designated areas only. • Eat lunch before purchasing a snack from your lunch shift.	• Move through the breakfast/lunch line quickly. • Always wash your hands before eating. • Finish lunch before the end of your lunch shift • Eat breakfast/lunch at designated areas only. • Eat lunch before purchasing a snack from the

	● Clean up your minor drink food spills.		canteen.
Restroom	● Allow for privacy. ● Keep your hands, objects and feet to one self. ● Flush toilet. ● Wash hands after use. ● Dispose trash in its proper place. ● Return directly to class after restroom use.	● Allow for privacy. ● Keep your hands, objects and feet to one self. ● Flush toilet. ● Wash hands after use. ● Dispose trash in its proper place. ● Return directly to class after restroom use.	● Allow for privacy. ● Keep your hands, objects and feet to one self. ● Flush toilet. ● Wash hands after use. ● Dispose trash in its proper place. ● Return directly to class after restroom use.
Bus	● Follow driver and aides directions. ● Use kind words and actions. ● Be at your bus stop on time. ● Keep your hands, objects and feet to one self. ● Stay seated in your assigned seat always. ● Leave food, drink, gum off the bus.	● Follow driver and aides directions. ● Use kind words and actions. ● Be at your bus stop on time. ● Keep your hands, objects and feet to one self. ● Stay seated in your assigned seat always. ● Leave food, drink, gum off the bus.	● Follow driver and aides directions. ● Use kind words and actions. ● Be at your bus stop on time. ● Keep your hands, objects and feet to one self. ● Stay seated in your assigned seat always. ● Leave food, drink, gum off the bus.
Arrival/ Dismissal	● Use kind words and actions. ● Be on time. ● Keep your hands, objects and feet to one self.	● Use kind words and actions. ● Be on time. ● Keep your hands, objects and feet to one self.	● Use kind words and actions. ● Be on time. ● Keep your hands, objects and feet to one self.

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

Please list below: 1. Use PBIS matrix to reinforce behavior goals; 2. Discuss the district rights and responsibilities handbook with all stakeholders; Require teachers to have behavior plans for identified students (Tier 3). ● Behavior expectations will be shared to all stakeholders. ● Students Rights and Responsibilities will be given to parents and students.

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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>
Parent and Family Engagement: Topics such as the school calendar, home-school partnerships, SIP and Rights and Responsibilities handbook will be shared with parents in such activities as • Orientation • Workshops for parents, family, and the community • Newsletters and school website • IEP, SBLC and Jumpstart opt-out Meetings Additional parent and family engagement activities include: Communicate with families about students' reading abilities and students' progress using the following effective school-to-home communications: • Report Cards • Progress Reports • Parent-Teacher phone calls, meetings • Parent Contact Log • Newsletters • Workshops • School Activities: Plays, Prom, Hoops for Heart Additional PI tasks: Objective: 1. Solicit parents for partnership referrals (CC).	Principal, Teachers, Counselor, I CARE Representative, Behavior Specialist	August 2025- May 2026	Surveys, JCAMPUS, Collaborative logs, Parent contact logs	1. Count the number of partnership(s) established during the SY 2024-25; compared to SY 2025-26. 2. Count the number of teacher-parent contacts made every two weeks by each teacher as per various methods. 3. Survey parents to determine effectiveness rating (did parents like/dislike this? Did parents believe it helped	Parent Family Engagement Fund

2. Identify and recruit partners that enhance specific learning opportunities (CC) 3. Increase student volunteers for service in the community to build partnerships Objective 2: 1. Teachers will communicate with parents through phone calls, mail outs, orientation (Open House), emails, website, JCampus system and formal conferences to discuss student progress on a weekly and monthly basis. Parent contact logs will be kept on file with teachers and turned into the administration at the end of each semester. Parents will also be contacted and informed of instructional strategies by using the automated parent call-out system and logs will be kept using the JCampus software. 2. The school's parental involvement designee will collaborate with administrators, teachers and guidance on a monthly basis throughout the 2025-2026 school year, to develop the monthly newsletter.				with student achievement? Increase as a result of closer communications ? If you can see improvements, you know your activity was effective!!) Did student achievement?	

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

MTSS Plan Overview	We are going to include our MTSS plan in our back to school parent meeting
Academic Programs & Interventions	Letters to parents will be given out to students for free after school tutoring during Fall/Spring and Summer semester. If there is a concern, teachers will contact parents to notify them of issues and how we are planning to address them.
SEL & Behavior Interventions	Weekly SEL topics and Expectation focus areas will be taught in class.

Community Involvement

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

- We are going to seek parent volunteers during school hours.
- We are going to share a few activities with our partners and seek assistance if they can help or provide rewards for students who meet their academic and behavioral goals.

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>
• Schools will partner, as appropriate, with the New Teacher Project, LSU, Southern University, Southeastern University of LA, Relay and/or Teach for America in order to meet the school's workforce needs. • The School's administration will participate in the EBRPSS Job Fair in May and December. • The administration will also continue to work with local universities to include teachers in training access to the classrooms for observations and class hours • Implement and encourage teachers to participate in the district's teacher tuition exemption program.	Teachers/Principal	August 2025 - May 2026		1.Count and compare the % (number) of HQ staff/faculty from 2025 to 2026. Track the # of university students who use Arlington Prep as a training ground for teacher prep, and how many of those students HQ teachers at Arlington Track progress of non-highly qualified staff/faculty as they work toward	Title I

Arlington Preparatory Academy – Schoolwide Plan 2025-2026

				obtaining highly qualified status	

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
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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>
1. Implement Edgenuity program which will allow students to recover credits. 1b. Administer Workkeys test more than once a year 2. Implement a school wide mentor and advising program, which will provide opportunities to discuss academic accomplishments. 3. Increase the number of home visits for students who are habitually absent 4. Increase the percentage of students who are age appropriate. 5. Increase systematic instructional intervention strategies. 6. Increase scheduling flexibility 7. Increase use of mentors for overage students 8. Use of Proximity to provide credits for student 9. Students are projected to participate in the Back on Track program.	Teachers/ Principal/Guidance Counselor	August 2025- May 2026		Count and compare the number of students who complete a high school Curriculum that leads to a diploma; In addition to graduate students within 4 years and with their cohort	TitleI

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Academic Intervention Schools with Academic Intervention Labels

Is the school identified as a school requiring academic intervention? ☒ Yes Academic Intervention Label: CIR

[Arlington CIR](#)

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

AUS Status -

Overall Vision and Goals (Protect Password code: arl001)

- 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.
LEAP 2025 Data (ACT, LEAP Connect; Credentials; Cognia) was analyzed to identify the school's areas of strengths/weaknesses. Once this was identified the ILT team developed the school's vision/goals so that it addresses the needs and is aligned with the district goal.
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>
The ILT team (principal, dean, counselor, school test coordinator), collects the data and analyzes the skill deficits of the students. This information is re-delivered to the teachers during PLC meetings, so a collective effort is implemented to address the deficits. Parents are informed of the deficits during multiple occasions (Open House, Report Cards, PTC).
If applicable, describe how the plan is coordinated and aligned with your schoolwide budget and parental involvement budget.

The Schoolwide Plan is the accountability instrument that is used to address the goal/vision.. In order to achieve the goals, the schoolwide budget and PFE budget provides the funding to address the tools needed to increase student achievement.

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 Theory of Action to create an effective workforce involves providing teachers with the materials as well as the strategies needed to implement best practices in the classroom. The strategies that will be used involve implementation of the LDOE new educator rubric which involves writing coaching plans for every teacher. These plans involve identifying areas of refinement and reinforcement, so that delivery of instruction by the teacher will be at a level in which substantial student achievement will occur. The ILT will observe teachers, analyze data and redeliver best practices for staff. PLC's will be an integral part of providing professional accountability and support for novice and veteran teachers.

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?

Observational Feedback is provided to teachers, which provides qualitative and quantitative data which is cross referenced with student achievement. Teacher leadership empowerment occurs on a daily basis since the staffing formula for the teacher is the singleton method, in which there is only one teacher per subject area. These teachers are the subject specialist for their content area.

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.

In the next three years the school will implement the following to ensure that strong leadership continues: 1. Appointing a LEAD teacher for every content area; 2. Require teachers to participate in district PD that focus on instructional learning strategies; 3. Teachers will be placed on school wide committee, so that they can make decisions that affect the entire school campus.

What steps is your school taking to retain effective educators?

Mentoring
PLC
District PD
Faculty Recognition
Coaching Plans

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?

Mentoring
PLC
Walkthrough
Lesson plan review
Coaching plan

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?

Selection is based upon student data which is formative as well as summative (LEAP 306, CFA's; teacher made test). The school looks for strategies and material that will address the weakness identified. It is important that alignment between weaknesses and material purchased to address deficits is accurate and will increase student achievement.

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

The school creates position based on student's needs as evident by providing courses needed for graduation (ie. Proximity, Edgenuity). Additionally we have double blocked some courses so that students can graduate with their cohort.

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 to address instruction relies totally on implementation of Tier I materials. This is monitored via observations as well as lesson plan review and feedback. Additionally district content trainers participate in PLC and model best practices to teachers.

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

Strategies: TLAC, Instructional Playlist strategies; Schoolwide Writing Initiative
Interventions: Tutoring, Blitz, IReady, IXL

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

Walkthroughs with feedback PLC with feedback from teachers
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?
Cross curricular PLC will ensure implementation by all stakeholders. Sustainability will be achieved by involving stakeholders (teachers, parents, students) in the decision making process regarding instructional strategies. Best practices utilized by alternative schools will ensure sustainability.
How is your school selecting strong, moderate, or promising evidence-based strategies, and determining strategies based on conclusions of the needs assessment?
NIET strategies District content strategies REsearch based strategies Book study

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 theory of action involves developing student's schedules that meet the requirements for the three types of diplomas awarded by LDOE. Majority of the students' schedules will allow for students to be career and college ready.
What supports and interventions do you plan to implement and how are they related to your school's identified needs?
Pre ETS training (Job Readiness); IBCs (Job Readiness & Graduation Requirement); Instructional Remediation (Blitz, tutoring)
How is your school selecting strong, moderate, or promising evidence-based strategies?
Based on content area and job readiness assessments we select strategies.
How is your school determining strategies based on themes from the needs assessment to meet projected short- and long-term goals?
We monitor the effectiveness of the strategies based on our NIET long range plan, students grades, and outcome on assessments. Progress monitoring is conducted on a routine basis.

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?
Routines and procedures are established at the beginning of the school via the district and school handbook. The Scope and Sequence of every decision within the school site has written protocol and procedures that are followed by all stakeholders.
How is your school establishing or continuing routines with stakeholders?
School routines and procedures with stakeholders are established at the beginning of the year via district and school handbooks.
How is your school conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising the schoolwide plan?
This information is presented during open house and reviewed throughout the year. As projected Title funds are used, the plan has to be revised to address the changes.
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?
Stakeholders are required to sign acknowledge that SIP has been explained. Each stakeholder is sent an electronic copy of SIP and the plan is posted on the 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)?
Title I funds along with the assistance from General Funds allow for sustainability of the SIP. Additionally stakeholders apply for grants that address activities outlined in SIP which subsequently affect student achievement.