



East Baton Rouge Parish School System Schoolwide Plan

McKinley Elementary Magnet School of Communication Arts

Pre-K through Fifth Grade

575 West Roosevelt Street BR 70802

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2025 - 2026

Table of Contents

Table of Contents	2
District Assurance	3
Faculty and Staff Review	4
Louisiana’s Goals and Priorities	5
Mission & Vision Statements	6
Instructional Leadership Team	7
Data Types	8
Comprehensive Needs Assessment	9
Schoolwide Goals	15
CORE ACADEMICS - ELA	16
CORE ACADEMICS - Mathematics	18
CORE ACADEMICS - Science	20
CORE ACADEMICS - Social Studies	22
Non-CORE Academics	24
PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics	25
MULTI-TIERED SYSTEM OF SUPPORT	26
PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics	29
Instruction by Certified Teachers – Certified Teacher Recruitment	30
Transition to Next-Level School Programs	31

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: Veronica Sanders	Date
Executive Director: Melvin Hollins	Date

Faculty and Staff Review

Date	Name	Position	Signature
	Veronica Sanders	Principal	
	Bobby Washington	Assistant Principal	
	Johnelle Celestine	Assistant Principal	
	Danielle Dickerson	Magnet Site Coordinators	
	Lindsey Kasten	Gifted Site Coordinator	
	Sunjay Barber	School Clerk	
	Carol Horton	School Clerk	
	Shawanza Alston	Executive Secretary	
	Farylece Brooks	School Counselor	
	Estelle Franklin	Reset Room Moderator	
	Beverly Davis	Autism-Pre K	
	Tamara Wilson	Pre-K	
	Anita Augustus	Pre-K	
	Trisha Smith	Pre-K	
	Courtney Jackson	Pre-K Para	
	Chantel Ridgely	Pre-K Para	
	Chasity Penn	Pre-K Para	
	Maria Herrera	Pre-K Para	
	Glenda Ward	Pre-K Para	
	Alisha Russell	Kindergarten	
	Izetta Blake	Kindergarten	

School Name – Schoolwide Plan 2025-2026

	Corretta Erve	Kindergarten	
	Jasma Augustus	Kindergarten	
	Bethany Antoine	Kindergarten	
	Destiny Ware	First Grade	
	Olga Ryer	First Grade	
	Jennifer Paden	First Grade	
	Sherleen Sanders	First Grade	
	Erika Musgrove	First Grade	
	Lavasha Moss	Second Grade	
	Chrystal Rogers	Second Grade	
	Mia Vessell	Second Grade	
	Audrey Reese	Second Grade	
	Taylor Stroy	Second Grade	
	Selena Cox	Third Grade	
	Regina Rizzutto	Third Grade	
	Joannie Lemelle	Third Grade	
	Aneecha Bradley	Third Grade	
	Ms. Davenport	Third Grade	
	Ms. Waller	Fourth Grade	
	Sharonne Henderson	Fourth Grade	
	Ian Thomas	Fourth Grade	
	Cedric Webb	Fourth Grade	
	Victoria Howard	Fourth Grade	
	Genesis Brown	Fifth Grade	
	Marites Corsino	Fifth Grade	
	Glen Robinson	Fifth Grade	

School Name – Schoolwide Plan 2025-2026

	Jasmine Daigle	Fifth Grade	
	Mechelle Watkins	Fifth Grade	
	Sybil Thomas	ESS	
	Stephen Maxie	ESS Autism	
	Ms. Ezejofo	ESS Autism	
	Bobbett Reed	ESS	
	Helen Tate	ESS Para	
	Roger Carter	ESS Para	
	Lafayette Collins	ESS Para	
	Uzoma Wilson	ESS Para	
	Azure Toney	ESS Para	
	Ann Bradford	ESS Para	
	Candice Thomas	Magnet Dance	
	Murphy Battley	Magnet Theater	
	Courtney Hawkins	STEAM	
	Ms. Arasteh	Magnet Art	
	Coach Grimes	PE	
	De Shawn Robinson	Library	
	Elecia Brown	Dance	
	Dwight Anderson	Music	

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

Empowering every student to embrace an immersive, personalized learning environment that fosters high expectations, integrates emotional intelligence, and promotes respect for others, guiding them toward becoming global citizens.”

School's Vision

“Authentic, culturally responsive, and engaging learning experiences will shape our students into critical thinkers who solve global and community issues in a safe and culturally responsive project-based learning environment.”

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.

School Name Long-Range Plan

McKinley Elementary Long Range Plan ILT/PLC Outcomes

ILT Members			
Veronica Sanders, Principal; Bobby Washington, Assistant Principal; Johnell Celestine, Assistant Principal; Danielle Dickerson, Magnet Coordinator; Sandy Landry, Math Coach; LaTiffany Smith, Literacy Coach			
ILT Meeting Date and Time:			
Instructional Leadership Meeting	Mondays (Bi-Weekly)	1:00-2:30 PM	
Operational Leadership Meeting	Mondays (Bi-Weekly)	1:00-2:30 PM	

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	Hispanic	Homeless
640	462	29	63	83	144	479	38	83	83	19
Percentage	72.2%	4.5%	9.8%	13%	22.5%	74.8%	5.9%	13%	13%	2.9%

School Performance Score	
	2024-2025 SPS Letter “62.9 C”
Assessment Index Score	
	2024-2025 SPS Letter Grade “49.1 F”
Progress Index Score	
	2024-2025 SPS Letter Grade “79 B”

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)						
	Objective 16 Demonstrates knowledge of the alphabet						
	Objective 17 Demonstrates knowledge of print and its uses.						
	Objective 18 Comprehends and responds to books and other texts						
	Objective 19 Demonstrates writing skills						
	Objective 20 Uses number concepts and operations						

K-3 Literacy EOY Data (in %) (delete if not needed)									
DIBELS	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
	Grade K	46%		16%		19%		19%	
	Grade 1	50%		11%		17%		22%	
	Grade 2	59%		13%		12%		16%	
	Grade 3	40%		14%		23%		13%	
	Grade 4								

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
5th Grade	33%		67%		0%	
4th Grade	20%		80%		0%	
3rd Grade	40%		50%		10%	

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
5.7%	1.8%	16.1%	8.3%	>1%	0%

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	3rd Grade Math Performance; 53% of students had a strong performance in Products & Quotients/Solve Multiplication & Division Problems	LEAP 2025 Summative Assessment
2.	3rd Grade ELA Performance; 39% of students had a strong performance in Writing	LEAP 2025 Summative Assessment
3.	5th Grade Science Performance; 46% of students had a strong performance in Reason Scientifically	LEAP 2025 Summative Assessment

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

Contributing Factor: Contributing Factor: Domain: 600	
Sub domain: 640	
Instrument(s): Sign-In Sheets for PD 2024-2025	
Data Type: 1. Behavioral 2. Attitudinal 3. Archival	Findings: 1. Pre-planning by the administration allows for time allocated for job-embedded professional development and vertical planning built into the schedule for collaborative planning and professional development. Teachers attended summer planning and teacher leaders were assigned to provide support to other teachers. 2. Teachers indicate there is a school-wide Professional Development Plan based on school data and teacher input. 3. District evaluators observed teacher teams meeting to analyze data, review student progress, and plan for instruction

Contributing Factor: Domain: 200	
Sub domain: 260	
Instrument(s): Classroom Walkthrough Data 2024-2025; Teacher Survey 2; Benchmark Assessment Data 2024-2025	

Data Type: 1. Behavioral 2. Attitudinal 3. Archiva.	Findings: 1. District evaluators observed classrooms maintaining a learning environment that incorporated explicit teaching and use of district mandated Tier 1 Curriculum 2. Administration stated that “school staff and faculty set high expectations.” 3. Benchmark data (DRC Interim Assessments) indicated an increase in proficiency from Diagnostic to LEAP 2025 administration in Math, Reading, Science and Social Studies
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Contributing Factor: Domain: 600 Sub domain: 610	
Instrument(s): Teacher Sign Ins 2024-2025; Classroom Walkthrough Data 2024-2025; DRC and ANET Data Management Systems	
Data Type: 1. Attitudinal 2. Behavioral 3. Cognitive.	Findings: 1. Teachers attended professional development in the area of phonemic awareness, writing, and assessments. 2. A large percentage of CANVAS lesson plans and classroom observations addressed rigorous and relevant standards. 3. Achieve 3000, DreamBox, and Amplify Progress Monitoring is utilized as a Tier III intervention; student progress is tracked through ANET Portal and Amplify Portals. .

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	4th Grade Math; 71% of students struggled with Solve Problems with Any Operation	LEAP 2025 Summative Assessment
2.	5th Grade Math; 85% of students struggled with solving Fraction Problems	LEAP 2025 Summative Assessment
3.	4th Grade Science; 76% of students struggled to perform in Reason Reasoning	LEAP 2025 Summative Assessment

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

Contributing Factor: Domain: 500 Sub domain: 520	
Instrument(s): Interim Data 2024-2025; District Data Reviews 2024-2025; Teacher Survey 2024-2025	
Data Type: 1. Archival 2. Cognitive 3. Attitudinal	Findings: 1. EBR District Benchmarks and LA Statewide Assessments deficits in Math reflect increased rigor in Common Core format and content. 2. On the LEAP 360 Interim Assessments, the Math Modeling standards reflect the need for added resources and continued meaningful, job-embedded professional development to accommodate rigorous content. 3. Teachers acknowledged a need for follow-up and support in assessing students on Type II and III math problems and reinforcing rigorous instruction on paper and ChromeBooks

Contributing Factor: Domain: 500 Sub domain: 510	
Instrument(s): Teacher Survey 2023-2024; Classroom Walkthrough Data 2023-2024; Interim Assessment Data 2023-2024, LEAP 2025 Practice Test Data	
Data Type: 1. Attitudinal 2. Behavioral 3. Cognitive.	Findings: 1. Teachers acknowledged that there is a need to increase professional development and support to provide quality instructional strategies and behavioral interventions to meet the needs of students that are performing below level in Reading Comprehension and Mathematical Computation. 2. Classroom Walkthroughs indicated that teachers do not incorporate rigorous literacy activities in EL Skills Block and Guidebook Small groups and provide interventions to students that are determined “intensive”, check for lesson understanding and content retention, and differentiate remedial lessons to accommodate students that need additional instructional support. Walkthroughs indicate that teachers need professional development in implementing Heggerty Lessons. 3. Amplify DIBELS, ANET Literacy Screeners data and Diagnostic/Interim I/II/III indicated that the number of students performing at grade level decreased from grades K-2nd. Significant losses in phonemic awareness, letter recognition, and comprehension in Kindergarten as noted in MOY DIBELS Assessments. .

Contributing Factor: Contributing Factor: Domain: 500 Sub domain: 540	
Instrument(s): Teacher Survey 2024-2025; Annual Technology Inventory Survey	
Data Type: 1. Attitudinal 2. Attitudinal 3. Cognitive.	Findings: 1. Teachers indicated a need for more tablets and better Wi-Fi service to disseminate information for students. 2. Teachers noted the limited internet capabilities within some classrooms. 3. In the Math performance standards, all standardized testing grade levels (3 rd , 4 th and 5 th) scored lower than the State and District averages in Major Content, Expressing Mathematical Reasoning, and Modeling and Application.

Schoolwide Goals

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	20.8%		Math	32.6%		Graduation Rate		
English	67.6%		English	21.9%		Read based on a nationally recognized exam		
Math growth for the lowest 25% of students	28.2%		Science	22.4%		Accelerated into college coursework, career training, or service		

School Name – Schoolwide Plan 2025-2026

English growth for the lowest 25% of students	67.6%		Social Studies					
English Language Acquisition (ELL)	61.5%							

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

CORE ACADEMICS - ELA	Tier 1 Resources: Frog, Wit and Wisdom, EL Education, Guidebooks, Heggerty		
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	Students will increase their performance on reading comprehension and citing evidence from the text.		
DIBELS Focus Area	Students will increase their performance in NWF (ORF and LSN).		
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from 18% to 30% on the Spring 2026 DIBELS EOY Assessment for the 2025-2026 school year.		
ELA SMART Goal:	The ELA Assessment Index will increase from 49.1% to 52% 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:			

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: We will strive to increase student's text dependent response (TDR) accuracy.

Student Learning Problem: Students will require practice daily in responding to text dependent questions (TDQ).

Root Cause & Supporting Data: Student Impact (Measurable Impact): Educator Professional Learning Needs:

Deficiencies derive from reading accuracy/background knowledge.

Assessment analysis reflected that students were not able to compare and contrast the most important points and key details presented in two texts on the same topic. (Technology enhanced item)

Walkthrough data reflects students' participation in answering text dependent questions; at times questions may have not been planned to address misconception/prior knowledge before reading

Student Impact:

Educator Professional Learning Needs:

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>
Instructional: Lesson Planning PLCs Data PLCs Writing PLCs	ILT	Whole Year	2 Weeks	Walkthrough Data CFA data Vision Walks	Title I/Magnet Funding

				Benchmark Data	
Teachers will attend a lesson planning PLC once (1) per week in their grade level ILT will provide feedback of weekly lesson plans Vertical Planning (once per semester) Teachers will develop at least one (1) lesson plan per week in their content area. Classroom environment will reflect core subject objectives, standards, lesson agenda, essential questions, and instructional strategy (RACES, etc) Instructional Coach will provide feedback (at least 2 times per week) regarding lesson delivery and classroom environment using IPG or Vision Walks as a guide.	Classroom Teachers/Literacy Coach	Whole Year	Weekly	Bi-weekly CFAs District Benchmarks three (3) times per year	Title I/Magnet Funding

CORE ACADEMICS - Mathematics	Tier 1 Resources: i-Ready Classroom Mathematics or Great Minds Eureka Square		
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	Math- Solving multi-step word problems and modeling/application		
Math SMART Goal:	The Math Assessment Index will increase from 49.1 to 54.1 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:			
<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: We will strive to improve student's performance on solving Type I math problems with specific strategies and Type II and III problems with support.

Student Learning Problem: Students need more access to Type I math problems. They will also need more opportunities to build their math fluency and receive consistent modeling, explicit teaching, and working with RDW to solve Type II and III problems.

Root Cause & Supporting Data: Students lack number sense, fluency, and computation misconceptions were not addressed in small groups. Data from 2024-25 walkthroughs specifies teacher miscalculations, minimal opportunities for fluency practice, and lack of planning and computations of Eureka Math problems.

Student Impact:

Educator Professional Learning Needs:

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>
Lesson Planning PLCs Data PLCs	ILT Math Coach	On-going	2 Weeks	Walkthrough Data CFA data Benchmark Data	Title 1/Magnet Funding
Teachers will attend a lesson planning PLC once (1) per week in their content area. Teachers will develop at least one (1) lesson plan per week in their content area. Classroom environment will reflect core subject	Math Coach will facilitate lesson planning PLCs weekly with the teacher. Math Coach will	On-going	Weekly	Bi-weekly CFAs LEAP 360 (two (2) times per year) District CFAs	Title 1/Magnet Funding

objectives, standards, lesson agenda, essential questions, and instructional strategy (RDW, tape diagram, etc)	provide feedback on weekly lesson plans via Google Classroom. Math Coach will provide feedback regarding lesson delivery and classroom environment.				

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	Curriculum: The school will effectively implement the Science curriculum as outlined by the LADOE and EBR Schools' Department of Curriculum by looking at textual resources, Anchor Text, and Related Text, and text complexity: focusing on building student ability to read and understand grade-level complex texts and express that understanding clearly through reading, writing, and understanding stimuli and experimental design.		
Science SMART Goal:	The Science Assessment Index will increase from 40% to 45% 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: Investigate - Ask Questions, Define Problems, and Plan Investigations Evaluate - Analyze and Interpret Data, Use Mathematics and Computational Thinking, and Engage in Argument from Evidence Reason Scientifically - Develop and Use Models, Construct Explanations, and Design Solutions			
<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:

We will strive to increase students' ability to answer questions which require content knowledge and skills aligned to PE bundles (groupings of PEs) and the corresponding DCIs; students do more than answer recall questions about science; they apply the practices, or behaviors, of scientists and engineers to investigate each real-world phenomenon and design solutions to problems.

Student Learning Problem:

Students will require daily practice to answer questions which require content knowledge and skills aligned to PE bundles (groupings of PEs) and the corresponding DCIs.

According to the teachers' analysis, the students did not answer the prompt completely. The students did not use enough text evidence to support their claim. The students did not organize their thoughts and the paragraph that was turned in was either copied or received partial credit.

Root Cause & Supporting Data:

Deficiencies derive from students do more than answer recall questions about science; they apply the practices, or behaviors, of scientists and engineers to investigate each real-world phenomenon and design solutions to problems.

Assessment analysis reflected that students were not able to compare and contrast the most important points and key details presented in two texts on the same topic. (Technology enhanced item)

Walkthrough data reflects students' participation in answering text dependent questions; at times questions may have not been planned to address misconception/prior knowledge before reading

Student Impact:

Students will maintain at least a 5-10% growth target on Biweekly Common Formative Assessments.

By May 2025, 545% of students will attain proficiency (Basic or above) on the Science Component of the LEAP Assessment

Educator Professional Learning Needs:

Teachers will need the following support:

- 1) Individualized coaching (TAT/New Teachers/New Teachers to Content)
- 2) Lesson planning support
- 3) Assessment guidance
- 4) Co-teaching when requested
- 5) Small Group guidance

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>
Pre-K-5th regular/special teachers, paraprofessionals, and Interventionists will use research-based strategies to implement core Reading/Stimuli instruction during whole group time.	Principal, District Instructional Specialist, Assistant Principal, School Instructional Specialist	September 2024 - May 2025	Biweekly CFAs, Weekly Observations, Biweekly Data Meetings, Weekly Lesson Planning PLCs	The Principal and ILT will conduct weekly observations to ensure differentiation is taking place using the COMPASS Rubric for Teachers. Principal and ILT, and District Instructional Support will review weekly Lesson Plans and provide feedback to teachers to ensure use of the data from common assessments. The Master Schedule will be modified to ensure adequate planning time and equal time on task for ALL content areas Assessment Rubric will be utilized to monitor the rigor and	Amplify Science Materials and Computer Applications (District Funded)

				integrity of the assessments	
Teachers will provide small group and individualized instruction based on data from Interactive Journals, Science Task, and Short Answer Written Responses.					
Teachers will utilize district-provided Benchmark assessments and analyze the students’ data to determine strengths and weaknesses.					
Pre-K through 5th grade teachers will utilize the Amplify Science curriculum and attend School-wide, District and State Professional Development sessions.					

CORE ACADEMICS - Social Studies	Tier 1 Resources: Gallopades (3-5)/Bayou Bridges (K-2nd)		
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	Students will increase their performance and understanding of compare/contrast and supply/demand		
Social Studies SMART Goal:	Students in 3rd grade will increase Mastery Performance Score from 29% to 32% on standard H.3.5 (Compare/Contrast) according to Social Studies 3rd Gr. CFA 2. Students in 4th grade will increase Mastery Performance Score from 17% to 20% on Standard 4.2.b (Compare/Contrast) according to Social Studies 4th Gr. CFA 2. Students in 5th grade will increase Mastery Performance Score from 59% to 62% on standard 5.5.b (Compare/Contrast) according to Social Studies 5th Gr. CFA 2.		
<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: We will strive to increase students understanding of compare/contrast, supply/demand, and relationship between producers and consumers

Student Learning Problem: Students will need daily practice using the RACE Strategy, use of graphic organizers , T-charts, emphasis on vocabulary, modeling by the teachers

Root Cause & Supporting Data: Deficiencies derive from reading accuracy/background knowledge.
Assessment analysis reflected that students were not able to compare and contrast the most important points using text-based evidence.
Walkthrough data reflects students' participation in answering text dependent questions; at times questions may have not been planned to address misconception/prior knowledge before reading

Student Impact:

Educator Professional Learning Needs:

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>
Instructional: Lesson Planning PLCs Data PLCs Writing PLCs Teachers will bring student work samples to Lesson Planning PLC's for analysis Teachers will utilize Read Alouds, Modeling,	ILT	Whole Year	2 Weeks	Walkthrough Data CFA data Vision Walks Benchmark Data	

Venn Diagrams, Class discussions, Anchor Charts and other researched based strategies to increase student learning					
Teachers will attend a lesson planning PLC once (1) per week in their grade level ILT will provide feedback of weekly lesson plans Vertical Planning (once per semester) Teachers will develop at least one (1) lesson plan per week in their content area. Classroom environment will reflect core subject objectives, standards, lesson agenda, essential questions, and instructional strategy (RACES, etc) Instructional Coach will provide feedback (at least 3 times per week) regarding lesson delivery and classroom environment using IPG or Vision	Classroom Teachers/Literacy Coach/Math Coach	Whole Year	Weekly	Bi-weekly CFAs District Benchmarks three (3) times per year	

Walks as a guide.					

Non-CORE Academics	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 and Goals: - Physical Education-Emphasis shifts to students being able to give appropriate feedback, applying movement concepts and working with partners or in groups with peers of higher or lower skill abilities. An emphasis on etiquette and safety of physical activity is included in all lessons. Health Enhancing concepts continue to focus on the health related components of physical fitness and the benefits to overall physical health. McKinley will offer Physical Education to students daily through classroom and extracurricular activities. - Music, Digital Art, Art, STEAM and Fine Arts/Talented Arts-The arts—dance, music, theater arts, and visual arts, are fundamental to the intellectual, social, emotional, and physical development of Louisiana students in the twenty-first century. The arts draw on a range of intelligence, aesthetics, and learning styles not addressed in most educational environments. The school will offer students Fine Arts through the daily schedule and additional minutes provided by the Fine Arts Teachers. - World Language-As daily communication with people around the world progresses more easily, more quickly, and in a more accessible fashion, the	Principal Elective Teachers Magnet Teachers	August 2025-May 2026		Lesson Plans Classroom Observations Students Work Samples Performances and Showcases	Title I and Magnet Funding

need for using languages other than English becomes increasingly evident. The development of appropriate cultural and linguistic skills to navigate the global marketplace is paramount to success in today's world. Global literacy enables citizens to communicate face-to-face or by virtual technology appropriately with people from diverse cultures at home and around the world. World Language will be offered at intervals each week by a certified World Language Teacher. Library- Students will have the opportunity to visit the school's library each week and participate in BEABLE					
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*This section is mandated for AUS, CIR, UIR, and UIN schools, and optional for all other schools.
Executive Directors will provide additional guidance.*

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

PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics					
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development		
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Professional Development: Professional/Staff Development: All ELA/Reading/Math Teachers will attend district/school sponsored PD to enhance instructional delivery and gain knowledge of best practices in promoting literacy in Science and Social Studies as outlined in CCSS Appendices. Follow-up/Support: •Instructional Leadership will provide weekly PLC support incorporating research-based Reading strategies, data analysis, and review of student work. Professional development in CORE 5, BEABLE, Heggerty, ACT 260 and ZEARN, and LDOE Teacher Rubric Indicator Training •Support will be provided in the form of modeling, Lesson Plan assistance, feedback following Walkthroughs, Assessment creation assistance and on-going PD during weekly grade level meetings. • Select grade level Teachers and Instructional Support Staff will attend conferences/workshops to gain knowledge to support implementation of Common Core. Representatives in attendance at conferences/workshops will re-deliver	Principal, Dean of Students, District Instructional Specialist, Instructional Paraprofessionals and All ELA/Reading/ Math Teachers	September 1 st , 2025- June 30 th 2026		During weekly PLC Meetings, Teachers and other professional staff will discuss new strategies and re-deliver new learning as evidenced by meeting minutes, agendas, and/or sign-in sheets. Summer PD and monthly PD meetings will be documented through agendas and sign-in sheets. Follow up and support will take place utilizing the school/district instructional support	Title 1 Planning (\$) Substitutes (\$) Principal Travel (\$) Teacher Leader (\$)

School Name – Schoolwide Plan 2025-2026

information through regularly scheduled grade level meetings. •Teachers will participate in high quality Tier 1 professional development sessions which will be provided by: ELA and Math				team, PD will be planned based on teacher identified needs.	
SEL (<i>What professional development is needed to ensure faculty members can implement the MTSS plan?</i>) - o SEL - o Academics - o Behavior					

MULTI-TIERED SYSTEM OF SUPPORT

Student Achievement		Exemplary Customer Service		Operational Excellence		Employee Development	
SEL Foundation for MTSS Success Using the CASEL Indicators for Schoolwide SEL, 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 SEL instruction from 8:20-9:00 each day.			S	McKinley will utilize SEL instruction to increase positive school-wide behavior.		
M	McKinley will measure SEL data monthly.			M	McKinley will use Second Step portal and Jcampus data to monitor students' discipline and social emotional wellness.		
A	All teachers at the school provide SEL instruction. Our goal is to have 100% of staff utilize the 2nd Step platform to monitor students' activity.			A	Negative behavior was less than 2% for the entire school. We will strive to keep discipline a minor concern.		
R	Because SEL is a part of our school's MTSS plan and is considered a key component in addressing student needs it is deemed to be relevant.			R	The relevancy of this goal deals with students being able to learn from their mistakes and move forward with actions to prevent further occurrence.		
T	All K-5th grade students will complete the Second Step			T	The Principal and School Counselor will present student data		

	self-assessment/pre-test by August 30th. Teacher will begin accessing the 2nd Step portal before August 5th The School Counselor will analyze data from 2nd Step and develop a plan for student groups and lessons.		and findings to the ILT and develop a plan to move forward The School Counselor will monitor 2nd Step data weekly.
I	Students will understand the purpose of SEL and MTSS. School wide expectations will be shared by the School Counselor each day during morning announcements.	I	The School Counselor and Assistant Principal will coordinate the “Kindness Calendar” and “Mindful Moments”, and “Daily Check Ins” and students’ events to maintain students’ involvement.
E	Students will engage with lessons from the SEL curriculum that will enhance their emotional well being.	E	Lessons will happen daily with the oversight of the school counselor.
Goal Statement:McKinley will ensure that 100% of students will receive at least 15-20 minutes of SEL/Second Step learning each day with follow through each week.		Goal Statement:McKinley Elementary is going to focus on implementing supportive discipline support. Follow up procedures will focus on decreasing repeated negative offenses and providing additional support for students that need more guidance.	

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	
• Tier I Curriculum resources Eureka, EL, Guidebooks, Amplify, and LDOE/Bayou Bridges Packets, Gallopades • Supplemental resources include Core 5, Zearn, iREADY and Amira Learning	• SEL lessons 15-20 minutes of the day. • MTSS School Wide expectations taught and reinforced • Second Step lessons • ICare School wide support • Counselor lessons

Tier II	
• Small group instruction • Eureka (acceleration and remediation) • Amira Learning • School Wide Interventions • Core 5 • ZEARN • BEABLE	• Check In/Out • Tier II BIPs • Small Group School Counselor Groups • Referral to ICARE
Tier III	
• Individual or small group intervention within ELA and Math Block • ZEARN and Amira Learning and CORE 5 • Additional interventions with the Interventionist and Instructional Paraprofessional	• Functional Behavior Assessment • Tier III BIP with Parental Support • ESS Behavior Strategist • Referral to Social Worker • Intense plan with ICARE support

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

Interventions will be monitored by students' achievement on weekly assessments and activities presented during Lesson Planning with Math and Literacy Coaches.

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

SEL instruction will take place daily from 8:20-9:00 each day with the students assigned staff members.

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

PLCs will occur Tuesday, Thursdays, and Fridays during the teacher's planning time.

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

The goal is to increase the amount assigned for ILt to take place for students.

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.

Behavior Expectations

Behavior Expectations				
Locations				
	Be Respectable	Responsible	Ready to Learn	Safe and Orderly Environment
Classroom	Follow directions the first time given	Take care of materials	Be present and accountable each day	Treat other courteously and with respect
Hallway	Transition quickly and quietly	Transition while keeping hands and feet to yourself	Have all materials before moving to the next day	Transition quietly
Cafeteria	Eat quietly	Pick up trash next to you	Transition from lunch quickly	Throw away trash safely and orderly
Restroom	Restroom quietly with permission	Report negative bathroom behavior	Minimize time in the restroom	Keep hands and feet to yourself in the restroom
Bus	Follow the bus driver's direction	Enter and exit bus quietly	Have materials ready for learning	Keep hands and feet to yourself on the bus
Arrival/ Dismissal	Arrive and dismiss	Arrive with all materials for class	Enter class with	Enter and leave class

	quietly/silent dismissal		positive attitude	quietly while walking to destination
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What is your plan to explicitly teach behavior expectations at the beginning of each semester? Please list below:

- Second Step will also be in alignment with behavior expectations
- Students will receive monthly MTSS incentives
- Teachers will receive professional development regarding SEL/MTSS during back to school week

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>

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	SEL/MTSS Plans will occur during Open House and Meet and Greet Activities
Academic Programs & Interventions	Teachers and staff will use Jcampus and Class Dojo to notify parents of students' behavioral and academic needs to address concerns when they arise
SEL & Behavior Interventions	SEL interventions will be addressed inside of the Students Handbook

Community Involvement

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

- *We will continue to work closely with Kid's Hope United Methodist Church and First Presbyterian Church to increase community involvement*
- *We will continue partnerships with Baton Rouge Library, Fire Department and BRPD to assist parents with community resources*

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>
The recruitment of Highly Qualified and highly motivated teachers at this school is a top priority. School-wide administration members will recruit teachers at District Job Fairs both in-person and Virtual (Summer 2025 and Spring 2025) and host Campus Open Houses for prospective teachers to tour the school and interview with Administrative Leadership. Administrative Leadership will also attend other recruitment venues to staff the school with Highly Qualified teachers. Posting jobs on Indeed and creating Social Media Posts.	Principal and Instructional Leadership	May 2025; June 2025 May 2026	Teacher Conferences Mentoring Matters	Teachers will be evaluated using the COMPASS Rubric. Teachers who are hired but are not yet HQ will be on an Action Plan in cooperation with the District's HR Department to become Highly Qualified.	None

Transition to Next-Level School Programs

Choose Appropriate Level

Preschool to Elementary School
 Elementary School to Middle School
 Middle School to High School
 High School to Post-Secondary

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
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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>
The Administration will conduct the following activities to transition students to Middle School: - Host LEAP 2025 Information Sessions - Conduct Middle School orientation sessions in partnership with local Middle Schools (Eva Legard, McKinley MS, Glasgow MS, and Westdale MS and Scotlandville MS) - Middle school field trips/tours of local schools	Principal, Dean of Students, Middle School Recruiters/Middle School Magnet Coordinators, ESL for Translator Support	December 2025, March 2026	Parent Surveys	Parent Workshop agendas and sign-in sheets will serve as evidence of parent attendance for informational sessions. Sign-ins from Middle School staff as evidence of attendance. Field Trip Forms maintained by Executive Secretary	(materials and supplies)

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.
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>
If applicable, describe how the plan is coordinated and aligned with your schoolwide budget and parental involvement budget.

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)

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?

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.

What steps is your school taking to retain effective educators?

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?

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?

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

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?

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

How is your school identifying capacity to ensure instructional approaches can be implemented timely 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?
How is your school selecting strong, moderate, or promising evidence-based strategies; and determining strategies based on conclusions of the needs assessment?

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?
What supports and interventions do you plan to implement and how are they related to your school's identified needs?
How is your school selecting strong, moderate, or promising evidence-based strategies?
How is your school determining strategies based on themes from the needs assessment to meet projected short- and long-term goals?

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?
How is your school establishing or continuing routines with stakeholders?
How is your school conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising the schoolwide plan?
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?
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)?