



East Baton Rouge Parish School System Schoolwide Plan Sharon Hills Elementary

PK - 5

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2025 - 2026

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District Assurance

- The plan was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed for one year, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school's participation in Title I, except that the school will regularly monitor and revise the plan as necessary
- The plan is available to the LEA, parents, and the public in an understandable and uniform format.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.

(Component 1): Comprehensive Needs Assessment

(Component 2): Evidence-Based Strategies

(Component 3): High Quality and On-going Professional Development

(Component 4): Strategies to Increase Parent and Family Engagement

(Component 5): Early Childhood Transition

(Component 6): Teachers Participate in Decision

(Component 7): Timely Assistance and Interventions

(Component 8): Coordination and Integration of Federal, State, and Local Services and Programs

(Component 9): Teacher Recruitment and Retention

- I further certify that the information in this assurance is true and correct to the best of my knowledge.

Principal	Date
Executive Director	Date

Faculty and Staff Review

Date	Name	Position	Signature
	Chrisie Jackson	ESS Pre-K3 Foundations Teacher	
	Carla Converse	ESS Pre-K3 Paraprofessional	
	Lesley Defley	Pre-K Teacher	
	Lashanda Scott	Pre-K Paraprofessional	
	Angela Baltazar	Kindergarten Teacher	
	Sharon Bateaste	Kindergarten Teacher	
	Katrina Hunt	1st Grade Teacher	
	Marion Parker	1st Grade Teacher	
	Wanda Cavalier	2nd Grade Teacher	
	Valarie Queen	2nd Grade Teacher	
	Porche Mosby	3rd Grade Teacher	
	Kristen White	3rd Grade Teacher	
	Monica Robertson	4th Grade Teacher	
	Ja'Lynn Garrison	4th Grade Teacher	
	Alex Hayes	5th Grade Teacher	
	Briauna Hopkins-Wells	5th Grade Teacher	
	Renee Bingham	ESS Autism Teacher	
	Tiagia Patton	ESS Paraprofessional	
	Sheronda Gauff	ESS Paraprofessional	
	Meshone Zanders	ESS Teacher	
	Karen Ramsey	ESS Paraprofessional	
	Sedalia Ray	ESS Teacher	

	Johnathan Borne	ESS Paraprofessional	
	Shaletha Jackson	ESS Inclusion/Resource Teacher	
	Lakioya Griffin	ESS ED Self-Contained Teacher	
	Kenyetta Brooks	ESS ED Paraprofessional	
	Jerard Johnson	ESS ED Paraprofessional	
	Christina Bradford	ESS Child-Specific Paraprofessional	
	Valencea Johnson	Librarian	
	Courtland Hampton	Physical Education Teacher	
	Brittany Jackson	Music Teacher	
	Tyra Brownlee	STEM Teacher	
	Brian Evans	Band Instructor	
	Andrea Tillman	Dean of Students	
	Rosalyn Beachamp-Edemeka	School Counselor	
	Andrea Anderson	School Secretary	
	Stacey Sharon	School Clerk	
	Byron Ezeff	TOR Moderator	
	Chartavia Scott	Title I Paraprofessional	
	Jeanetta Tansiel	Title I Paraprofessional	

Louisiana's Goals and Priorities

Educational Priorities

- Ensure every student is on track to a professional career, college degree, or service.
- Remove barriers and create equitable, inclusive learning experiences for all children.
- Provide the highest quality teaching and learning environment.
- Develop and retain a diverse, highly effective educator workforce.
- Cultivate high-impact systems, structures, and partnerships.

Six Critical Goals

- Students enter kindergarten ready.
- Students will achieve mastery on third-grade assessments and enter fourth grade prepared for grade-level content.
- Students will graduate on time.
- Students will graduate with a college and/or career credential.
- Students will graduate eligible for a TOPS award.

Louisiana Believes:

- Children are our highest priority
- Families are our partners
- Educators are valued professionals
- Graduates must be ready
- Equity matters
- Choice expands opportunities
- Schools are invaluable to communities
- Our future is bright

Mission & Vision Statements

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

Sharon Hills Elementary School in partnership with our families and community, educates all students to their maximum potential in a caring, rigorous, and safe environment. While pursuing excellence, we strive for our students to be proficient in all areas.

School's Vision

Sharon Hills Elementary School is a learning community committed to working with families and the community to successfully educate “every student” at high levels every day.

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.

Sharon Hills ES ILT Long-Range Plan

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

ILT Members			
ILT Meeting Date and Time: Thursdays @ 8:45 am			
Angela D. Sims		Shaletha Jackson	
Andrea Tillman		Lana Williams	
Jasmine Sholes		Rosalyn Beauchamp - <i>added 10/26</i>	

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	Two or More Races	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
219	207	4	0	8	27	205	30	9	11
Percentage	94.4	1.9	0	3.7	12	93.6	14	4	5

School Performance Score				
2018-2019 59.3 D	2021-2022 44.2 D	2022-2023 51.9 D	2023-2024 51.2 D	2024-2025 50.7 D
Assessment Index Score				
2018-2019 48.5 D	2021-2022 28.5 F	2022-2023 36.7 F	2023-2024 27.5 F	2024-2025 32.5 F
Progress Index Score				
2018-2019 91.8 A	2021-2022 73.8 C	2022-2023 81.4 B	2023-2024 98.1 A	2024-2025 89.8 B

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Pre-Kindergarten EOY Data (delete if not needed)							
TS GOLD Measure	Skill Objective	% Below Expectations		% Meeting Expectations		% Exceeding Expectations	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
	Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition)	0%	0%	50%	49%	50%	51%
	Objective 16 Demonstrates knowledge of the alphabet	0%	0%	39%	53%	61%	47%
	Objective 17 Demonstrates knowledge of print and its uses.	0%	0%	100%	100%	0%	0%
	Objective 18 Comprehends and responds to books and other texts	5%	0%	95%	100%	0%	0%
	Objective 19 Demonstrates writing skills	0%	2%	70%	46%	30%	52%
	Objective 20 Uses number concepts and operations	0%	0%	83%	91%	17%	9%

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	56%	49%	20%	13%	17%	28%	7%	10%
	Grade 1	54%	52%	17%	16%	20%	16%	9%	16%
	Grade 2	38%	44%	11%	24%	37%	28%	14%	4%
	Grade 3	67%	51%	8%	13%	22%	18%	3%	18%
	Grade 4	49%	--	24%	-	27%	-	0%	-

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
K	0%	0%	0%	33%	100%	67%
1	0%	0%	100%	0%	0%	-
2	0%	0%	0%	50%	100%	50%
3	0%	0%	0%	0%	100%	100%
4						100%

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Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
4.1%	8.2%	21.5%	21.7%	0%	2%

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	Attendance Rate: 91%	JCampus
2.	51% of 2nd Grade students performed benchmark and above on DIBELS EOY	EOY Literacy Screener 23 - 24 SY
3.	62% of student in grades 3 scored moderate to strong in Knowledge & Use of Language Conventions in ELA	Spring LEAP Assessment 2024

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

Contributing Factor: The school's facilities are designed to provide a safe, secure, and orderly environment that supports the well-being and academic success of all students.	
Instrument(s): Fall Compass Walkthrough Data 24-25 SY, MOY Leader Conference Framework 24-25, Student Spring Surveys 2024	
Data Type: 1. Behavioral 2. Behavioral 3. Attitudinal	Findings 1. 79% of teachers observed were proficient in the implementation of classroom management strategies (Compass Walkthrough Data 2024 - 2025 SY) 2. Principal scored Highly Effective in School and Community Environment: School Atmosphere on the MOY LLR. 3. 85% of students strongly agree or agree that they feel safe while at school (Student Spring Surveys 2024)

Contributing Factor: The Master Schedule is structured to maximize instructional minutes, ensuring optimal learning opportunities for all students.	
Instrument(s): 2024 - 2025 Master Schedule, Compass Walkthroughs 24 - 25 SY,	
Data Type: 1. Archival 2. Behavioral 3. Attitudinal	Findings 1. Master Schedule reflects protected instructional time for all core content areas (Master Schedule 2024 – 2025 SY) 2. 79% of teachers observed were proficient in the implementation of classroom management strategies (Compass Walkthrough Data 2024 - 2025 SY) 3. The principal noted in memos and meetings that most teachers have been effectively implementing bell to bell instruction (Meeting/Memo Notes)

Contributing Factor: Ongoing, job-embedded professional development is provided to enhance core content strategies and improve instructional effectiveness.	
Instrument(s): ILT Agendas, PLC/PD Agendas, Master Schedule, SHE Leader Survey Fall 2024,	
Data Type: 1. Attitudinal 2. Behavioral 3. Archival	Findings 1. The principal supports teachers in developing their ability to effectively utilize high-quality instructional materials. 2. 95% of PLC/PD Agendas represents HQIM Implementation 3. Master Schedule reflects PLC days/times for all grade-levels

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	Low percent proficiency on 2025 LEAP Assessment: Grade 3: ELA 21%, Math 29% , Science 3% Grade 4: ELA 18%, Math 15%, Science 8% Grade 5: ELA 28%, Math 10%, Science 13%	LEAP Spring Reports 2025
2.	Low average percent on ELA Reading Performance: Grade 3: 42% (weak) Grade 4: 45 % (weak) Grade 5: 45% (weak)	LEAP Spring Reports 2025
3.	Low average percent on Math Performance (Major Content): Grade 3: 47% (weak) Grade 4: 60% (weak) Grade 5: 62% (weak)	LEAP Spring Reports 2025

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

Contributing Factor: Using Data-Driven Instruction consistently and effectively	
Instrument(s): JCampus Gradebook, Spring LEAP Report 2025	
Data Type: 1. Archival 2. Cognitive 3. Attitudinal	Findings 1. JCampus Gradebook Data supports that approximately 50% of assessments were not modified to meet students needs. 2. Low average percent proficient in Reading Performance: 3rd - 4th grade 44% (weak). (LEAP Results 2025) 3. Administrators indicate that teachers have not been consistently using data for instructional purposes (Leader Self-Reflection 2024)

Contributing Factor: There is a lack of effective strategies consistently implemented to engage students in higher-order questioning.	
Instrument(s): Compass Walkthroughs, Student Surveys 2024	
Data Type: 1. Behavioral 2. Attitudinal 3. Cognitive	Findings 1. Less than 50% of students observed were authentically engaged in the lesson (Compass Walkthroughs 2024 - 2025) 2. In the Student Climate and Culture Survey, 49% of the students agreed they mostly complete worksheets and 58% listen to teachers talk 3. 3rd - 5th Grade Average Reading Performance was 60% weak.

Contributing Factor: Lack of effective strategies implemented to consistently engage students in instruction	
Instrument(s): Administrator Walkthroughs, Spring LEAP 2025, Student Surveys 2024	
Data Type: 1. Behavioral 2. Cognitive 3. Attitudinal	Findings 1. Less than 60% of teachers were observed asking students questions that cause them to think and reflect. 2. More than 59% of students were identified as weak in ELA and Math Performances. 3. 58% of students agree that learning looks like listening to teachers talk most of the time.

Schoolwide Goals

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	18.6		Math	20		Graduation Rate		
English	53.8		English	31.1		Read based on a nationally recognized exam		
Math growth for the lowest 25% of students	33.3		Science	8.6		Accelerated into college coursework, career		

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						training, or service		
English growth for the lowest 25% of students	60.7		Social Studies	5				
English Language Acquisition (ELL)								

Overall Goal: By the end of the 2025-2026 school year, Sharon Hills ES SPS will increase from 50.7 to 53.0 as measured by Louisiana’s Accountability System.

CORE ACADEMICS - ELA	Tier 1 Resources: Pre-K: Big Day K-2: Expeditionary Learning (EL) 3rd-5th: Guidebooks		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
School Literacy Plan (Elementary and K-8 Schools)			
AMBITION - 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	Based on benchmark data, the ELA area of need is key ideas and details in grades 3rd-5th. Specifically targeting asking and answering questions (3.1), referring to details and examples in the text when explaining what the text says (4.1), and quoting accurately from the text when explaining what the text says and drawing inferences from the text (5.1). According to benchmark data, a high percentage of student scores in 3rd-5th reflect risk. Due to this risk factor, another area of need is to decrease the percentage of students scoring 30% or below on benchmark assessments through further support in foundational skills and small group instruction.		
DIBELS Focus	Based on DIBELS data for K-3, the area of need is reading foundational skills. Specifically targeting ORF/oral reading fluency and		

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Area	WRF/word reading fluency.
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from 34% to 44% on the Spring 2026 DIBELS EOY Assessment for the 2025-2026 school year.
ELA SMART Goal:	The ELA Assessment Index will increase from 32.1 to 43.1 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: There was a strength in Informational Text and Vocabulary.	
<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: Improve reading foundational skills K - 3; key ideas and details in grades 3rd-5th. Specifically targeting asking and answering questions (3.1), referring to details and examples in the text when explaining what the text says (4.1), and quoting accurately from the text when explaining what the text says and drawing inferences from the text (5.1).	
Student Learning Problem: Students lack exposure to HOT questions, collaborative discussions, consistent implementation of writing strategies (e.g. RACE, IBC, etc.)	
Root Cause & Supporting Data: The primary root cause of student learning challenges is teacher capacity. Currently, only 41% of our classroom teachers are certified and classified as highly qualified, while 35% are in their first year of teaching with an alternative degree.	
Student Impact: Students have limited exposure to higher-order thinking (HOT) questions, collaborative discussions, and the consistent implementation of structured writing strategies such as RACE and IBC.	
Educator Professional Learning Needs: There is a critical need for in-depth training on decomposing standards, implementing backward design	

in planning, internalizing lessons, and fostering student collaboration and engagement.

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>
<i>Weekly, in each core content area, teachers will use a variety of research-based instructional strategies such as:</i> ● RACE Strategy ● Close Reading ● Repeated Reading Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs will be used accordingly. (Identify core content interventions as appropriate). ● Dibels 8th Edition ● Lexia Core 5 ● Amira Learning ● Sound Walls Each month, teachers will meet in Vertical Planning sessions (Oct.) for ongoing professional development. Teachers will begin working with coaches on Know Show Charts to decompose ELA content standards. Teachers will differentiate instruction by modifying instructional activities to meet the needs of all students as identified by assessments (Utilizing Criteria for Annotations). Classroom Teachers will provide whole group and small group instruction to focus on skills that need to be re-taught based on bi-weekly CFA's and benchmark assessment data. Teachers will implement high-yield TLAC and GBF strategies in daily lessons.	Principal Dean of Students Literacy Coach Instructional Specialist Title I Paraprofessionals Classroom Teachers	Aug. 2025 - May 2026	10-Day Cycle	Lesson Plans Classroom Observations Walkthroughs Progress Monitoring Lexia Core 5 Reports Amira Learning Reports LEAP 360 Data Unit Assessments/ Culminating Tasks Illuminate Data Student Work Samples ILT/PLC/PD Agendas	\$23580.00 SW \$23394.00 rev. \$21374.00 SW \$21190.00 rev. \$5390.00 SW \$4850.00 SW \$5205.00 rev. \$3709.35 SW \$384.45 rev \$589.00 rev. \$2100.00 SW \$2037.21 rev. \$1642.20 rev.

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Sound Walls, Skills Block, and Literacy centers will be utilized daily. Students will work on researched-based skills tailored for many levels of reading development (e.g. phonemic awareness, phonics/word analysis, vocabulary, comprehension, and fluency). Teachers will be given an overview of the SHE Instructional Framework: Protocols for incorporating daily best practices.				Know and Show Charts	
Build effective communication within the school - Weekly staff memos - Monthly Parent Newsletters - Monthly Positive Calls (for each student) Set and maintain clear goals/vision for student achievement - mission/vision - school-wide theme - school-wide academic/behavior goals Model respectful behavior to all members of the school community at all times Differentiating for individual needs - Academic/Behavior Interventions	Principal Literacy Coach Instructional Specialist Parent Liaison Paraprofessional Classroom Teachers	Aug. 2025 - May 2026		Stakeholder Surveys Principal Memos to Staff Newsletters	\$3000.00 SW \$3709.35 SW \$384.45 rev \$589.00 rev.
Planning/PLCs will take place weekly. Re-teaching/ Re-assessing Teachers will implement Master Schedule with fidelity Time on Task	Principal Dean of Students Literacy Coach Instructional Specialist				\$2500.00 SW \$1740.40 rev \$1740.40 rev.

CORE ACADEMICS - Mathematics	Tier 1 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?			
Math Focus Area	K-2 Addition and Subtraction- concepts, skills, and problem solving, place value 3-5 Multiplication and division of whole numbers and fractions - concepts, skills, and problem solving		
Math SMART Goal:	The Math Assessment Index will increase from 25.7 to 44.8 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: Strengthening problem-solving and reasoning skills in math across all grade levels. Grades 3-5: Focus on multiplication and division of whole numbers and fractions, emphasizing conceptual understanding, skill development, and			

problem-solving.

Grades K-2: Emphasize addition and subtraction, place value, and foundational problem-solving skills.

Student Learning Problem: Students require consistent, daily explicit instruction, regular exposure to open-ended constructed response problems, and structured implementation of the RDWW strategy. Teachers must model and guide students through the gradual release process to ensure deep understanding and mastery.

Root Cause & Supporting Data: Observational data, student work samples, and assessments indicate that students lack sufficient opportunities for intellectual engagement in math classes. This includes limited use of manipulatives, student discourse, and high Depth of Knowledge (DOK) questioning, all of which are essential for deeper mathematical understanding.

Student Impact: 73% of students in grades 3-5 received a performance rating of "weak," highlighting the need for targeted instructional improvements and increased student engagement in math.

Educator Professional Learning Needs: Teachers require additional training on the RDWW strategy and the feedback process. Lesson plans must explicitly identify where open-ended constructed responses will be targeted. Additionally, educators need training in deconstructing state standards to ensure alignment with instructional goals.

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>
Teachers will differentiate instruction by modifying instructional activities to meet the needs of all students as identified by assessments. - Student Discourse - Using Academic vocabulary orally and in written formats Classroom teachers will provide whole group and small group instruction to focus on skills that need to be re-taught.	Principal Dean of Students Math Coach Instructional Coach Classroom Teachers	August 2025 - May 2026	10-Day Cycle (alternating task/assessment weekly)	End of Module Data (Illuminate)	\$23580.00 SW \$23394.00 rev. \$21374.00 SW \$21190.00 rev.

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Tier 2 and Tier 3 students will be the focus of small group instruction. All students will complete Zearn lessons daily (3 lessons per week). All teachers will incorporate district-wide RDWW math strategy to teach Problem Solving and Constructed Response skills by focusing on students justifying and expressing mathematical reasoning weekly. Each month, teachers will meet in Vertical Planning sessions for ongoing professional development. Teachers will begin working with coaches on Know Show Charts to decompose Math content Standards. Teachers will implement high-yield TLAC and GBF strategies in daily lessons. Hands-On Flex Days - manipulatives are in use throughout the lesson for Math				Student Work Samples/ Mathematical Tasks Student Analysis Zearn Reports ILT/PLC/PD Agendas	\$5390.00 SW \$4850.00 SW \$5205.00 rev. \$3709.35 SW \$384.45 rev \$589.00 rev. \$2100.00 SW \$2037.21 rev. \$1642.20 rev.
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CORE ACADEMICS - Science	Tier 1 Resources: Amplify		
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	3rd - 5th grade students will be able to investigate and apply content knowledge to scientific phenomena.		
Science SMART Goal:	The Science Assessment Index will increase from 22.9 to 31.2 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: Students in grades 3–5 have demonstrated progress in the science reporting category of Investigating, improving from weak to moderate.			
<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: Students will use the CER (Claim, Evidence, Reasoning) strategy weekly to analyze and explain scientific phenomena.			
Student Learning Problem: 67% of students in grades 3–5 demonstrate weakness in the science reporting category of Reasoning Scientifically.			

Root Cause & Supporting Data: Observational data, student work samples, and assessments suggest that students have limited opportunities to apply scientific reasoning when responding to questions in science class.

Student Impact: If students have opportunities to practice the CER (Claim, Evidence, Reasoning) strategy within Science Core Ideas and Practices, they will become more successful in constructing explanations and engaging in evidence-based argumentation.

Educator Professional Learning Needs: Teachers need additional training on the CER strategy, Disciplinary Core Ideas, and Science and Engineering Practices. Lesson plans should explicitly incorporate essential questions and anchor phenomena. Additionally, educators require support in deconstructing state standards to ensure alignment with instructional goals.

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>
Teachers will differentiate instruction by modifying instructional activities to meet the needs of all students as identified by assessments.	Principal Dean District Specialist Classroom Teachers	August 2025 - May 2026	10-Day Cycle (alternating task/assessment weekly)	Lesson Plans Classroom Observations Student Work	\$23580.00 SW \$23394.00 rev. \$21374.00 SW \$21190.00 rev. \$5390.00 SW \$4850.00 SW \$5205.00 rev. \$3709.35 SW \$384.45 rev \$589.00 rev. \$2100.00 SW \$2037.21 rev. \$1642.20 rev.

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Teachers will use a hands-on approach to learning weekly; students will be expected to learn the performance expectation through understanding the Disciplinary Core Ideas (DCI) and Cross-Cutting Concepts (CCC) through investigations using the Science and Engineering Practices.	Principal Dean District Specialist Classroom Teachers	August 2025 - May 2026		Lesson Plans Classroom Observations Student Work	
Teachers will receive Professional Development on the following: - Unpacking the Science Curriculum Standards - Implementing Phenomenon Based Instruction - The Science Engineering Practices - The 3-dimensional approach to teaching/learning science	Principal Dean District Specialist Classroom Teachers	August 2025 - May 2026		Samples PLC/PD Agendas	\$5390.00 SW \$4850.00 SW \$5205.00 rev.
Coaching will be provided by the school leadership team and district specialist through modeling and team teaching to understand appropriate implementation of the standards.	Principal Dean District Specialist Classroom Teachers	August 2025 - May 2026			\$2500.00 SW \$1740.40 rev \$1740.40 rev.

CORE ACADEMICS - Social Studies	Tier 1 Resources: Gallopade		
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 practice using accurate and relevant social studies knowledge, along with well-chosen evidence from sources, to support claims about social studies concepts.		
Social Studies SMART Goal:	The Science Assessment Index will increase from 22.9 to 31.2 on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.		

AFFIRMATION

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

Areas of Progress:

ANALYSIS

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

School's Priority: The school's priority is to effectively integrate social studies standards into daily instruction through engaging and rigorous learning experiences. All students will be prepared for success by developing the skills to critically analyze primary and secondary sources, articulate their ideas through speaking and writing, and demonstrate a deep understanding of key concepts and content.

Student Learning Problem: Students do not consistently analyze primary and secondary sources.

Root Cause & Supporting Data: Observational data, student work samples, and assessments suggest that students have limited opportunities to apply Item Sets and Tasks in Social Studies.

Student Impact: If students have opportunities to practice Item Sets with multiple sources, then they will become more successful in constructing explanations and engaging in evidence-based argumentation.

Educator Professional Learning Needs: Teachers need relevant, job-embedded professional development aligned with all grade-level standards, along with high-quality instructional materials.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress</i>	<i>Documentation</i>	<i>Funding</i>
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<i>you implement to support achieving this overarching improvement goal?</i>			<i>Monitoring</i>	<i>(Success Criteria)</i>	<i>Source</i>
Teachers in grades 3 -5 will provide students instructions on using documents as part of writing assignments to assess student learning by implementing DBQ's.	Principal Dean of Students Literacy Teacher Classroom Teachers Librarian District Specialist	August 2025 - May 2026	10-Day Cycle (alternating task/assessment weekly)	Lesson Plans Classroom Observations Student Work Samples PLC/PD Agendas	\$23580.00 SW \$23394.00 rev. \$21374.00 SW \$21190.00 rev. \$5390.00 SW \$4850.00 SW \$5205.00 rev. \$3709.35 SW \$384.45 rev \$589.00 rev. \$2100.00 SW \$2037.21 rev. \$1642.20 rev.
All 3 – 5 teachers will use informational and content specific text whenever possible in class and/or also during interventions. Teachers will incorporate the Louisiana State Standards for literacy.	Principal Dean of Students Literacy Teacher Classroom Teachers Librarian District Specialist	August 2025 - May 2026	10-Day Cycle (alternating task/assessment weekly)	Lesson Plans Classroom Observations Student Work Samples PLC/PD Agendas	
All 3 – 5 students will respond to a Task Performance Questions in Social Studies bi-weekly. Items will be taken from the state's	Principal Dean of Students Literacy Teacher	August 2025 - May 2026	10-Day Cycle (alternating task/assessment	Lesson Plans Classroom	

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released items, Assessment Guide Samples, etc. Teachers will score responses using state rubrics and/or teacher made rubric (aligned to the state rubric) and provide specific written feedback to students.	Classroom Teachers Librarian District Specialist		weekly)	Observations Student Work Samples PLC/PD Agendas	
Teachers in grades K- 2 will be required to deliver Social Studies instruction to students daily using documents as part of writing assignments to assess student learning by implementing DBQ's.	Principal Dean of Students Literacy Teacher Classroom Teachers Librarian District Specialist	August 2025 - May 2026	10-Day Cycle (alternating task/assessment weekly)	Lesson Plans Classroom Observations Student Work Samples PLC/PD Agendas	
Teachers will be provided professional development in the following areas: Unpacking Curriculum Standards, DBQ's, CFA/Performance Task Creation.	Principal Dean of Students Literacy Teacher Classroom Teachers Librarian District Specialist	August 2025 - May 2026			\$4850.00 SW \$5205.00 rev.

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>
Economically Disadvantaged Students: High-Quality Instruction & High Expectations - Implement rigorous curricula with scaffolded support. - Use differentiated instruction to meet diverse learning needs. - Set high expectations and provide consistent feedback. Culturally Responsive Teaching - Use diverse texts and materials that reflect students' experiences. - Build strong teacher-student relationships. Targeted Academic Interventions - Provide small-group tutoring and extended learning time. - Implement data-driven interventions based on formative assessments.	Instructional Leadership Team Members Classroom Teachers	August 2025 - May 2026	Bi-Weekly Assessments (10-day Cycle)	Lesson Plans Classroom Observations Student Work Samples PLC/PD Agendas Counseling Logs ICare Interventions Roster Social Worker Student Roster	\$23580.00 SW \$23394.00 rev. \$21374.00 SW \$21190.00 rev. \$5390.00 SW \$4850.00 SW \$5205.00 rev. \$3709.35 SW \$384.45 rev \$589.00 rev. \$2100.00 SW \$2037.21 rev. \$1642.20 rev.

• Use evidence-based literacy and math programs. Social-Emotional Learning (SEL) Support • Teach self-regulation, resilience, and coping strategies. • Provide access to school counselors and mentors. • Foster a growth mindset in students. Family & Community Engagement • Create strong school-home partnerships through regular communication. • Offer family workshops on supporting learning at home. • Collaborate with community organizations for resources. Access to Technology & Resources • Ensure students have access to digital devices. • Provide additional academic resources like free tutoring. Social Work Services • Address basic needs through school-based mental health programs. • Partner with local agencies to support families.					
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Special Services: • Create multiple means of engagement, representation, and action/expression to accommodate diverse learning needs. • Implement tiered interventions based on data-driven decision-making. • General and special education teachers work together to deliver instruction.	Classroom Teachers Exceptional Support Teachers Instructional Leadership Team	August 2025 - May 2026	Bi-Weekly Assessments (10-day Cycle)		
Attendance: Early & Positive Communication – Send encouraging messages about the value of attendance before problems arise, reinforcing a culture of showing up. Personalized Outreach for Absences – Contact families via calls, texts, or home visits to offer support rather than punishment when a student is absent. Attendance Incentives – Use short-term and long-term recognition programs (e.g., weekly shoutouts, certificates, classroom rewards) to celebrate good and improved attendance. Data-Driven Interventions – Regularly monitor attendance trends and identify at-risk students early for targeted interventions. Family & Community Partnerships – Work with local organizations to address barriers such as transportation or health concerns impacting attendance.	Administrators School Clerk Teachers	August 2025 - May 2026	Monthly Review/Tracking		\$396.00 PFE \$425.38 rev. \$1705.00 PFE \$1697.62 rev

*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>
- Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by ELA - Pre-K: HMH, District - K-2nd: Great Minds, District, ELA Content Leader, Literacy Coach 3rd-5th: ILC, District Content Training	Principal Dean of Students Literacy/Math Coaches Mentor Teachers District Specialists	July 2025 - May 2026		PD Agendas Sign-In PLC Agendas	\$4850.00 SW \$5205.00 rev.
<u>Pre-K OWL & Big Day</u> - Provide professional development focusing on the components of the literacy block(whole group/skills practice) - Provide support with the implementation of Heggerty - Provide training and support for the effective implementation of Teaching Strategies Gold <u>K-2 EL Education</u> - Provide Support with the Administration of Dibels Screener - Provide strategic support with <u>EL curricular resources whereby teachers understand this</u>		July 2025 - May 2026			\$4850.00 SW \$5205.00 rev.

<u>Tier 1 curricular resource’s alignment with the DIBELS Screener</u> • Provide training and support for the administering of <u>EL Education Benchmark Assessment</u> • Support with using screening and assessment data to inform small group instruction (Microphase groups & MClass Intervention Groups) • Engage in school walkthroughs with school based coaches to guide and support literacy instruction and pedagogical practices grounded in the science of reading <u>Guidebooks 3-5</u> • Provide training and support using high-quality texts and meaningful tasks that build content knowledge (e.g., ELA, social studies, and science) and help students make connections • Provide support and training on appropriate scaffolds and supports (e.g., <u>Diverse Learners Guide</u>, <u>Supports Flow Chart</u> and Student Look Fors within each lesson) for all students to meet the grade-level standards • Provide training and support on unit and lesson internalization • Support the use of a variety of <u>instructional strategies</u>, many of them focused on the importance in helping students make meaning of a text before they express their understanding through writing • Provide training and support on assessment opportunities that allow teachers to check					
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for understanding in a variety of ways and genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s)					
ELA and Math Content Leaders/Coaches will provide content and curriculum-specific training to fellow teachers. Mentor Teacher will provide one-on-one coaching, lead frequent observations/feedback cycles, and review instruction materials and student work. • Prior to the students' first day of school, professional development will be provided to faculty. Teachers will identify grade level appropriate competencies according to the LSS. PD will focus on developing and implementing lessons (using grade level competencies) that address high-order thinking, integrating, writing into all content areas, and meaningful utilization of technology in all content areas. • During weekly team meetings, teachers will utilize student data to collaboratively develop activities and lesson plans that incorporate varied instructional strategies into the curriculum.					\$4850.00 SW \$5205.00 rev. \$2500.00 SW \$1740.40 rev \$1740.40 rev.

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Weekly meetings will include the following regular examination of assessment data, and formulating appropriate lessons that include re-teaching, small group instruction, instructional grouping, higher-order thinking, differentiated instruction and the integration of writing and technology. Teachers will receive vertical planning quarterly to discuss data and standards across grade levels and content areas.					
SEL (<i>What professional development is needed to ensure faculty members can implement the MTSS plan?</i>) - SEL - Academics - 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 the SEL curriculum daily for 15 minutes which is embedded within the Master Schedule as follows: Grades K - 5: 8:15 - 8:30 am			S	Sharon Hills Elementary School will develop a system of supportive discipline through the use of restorative practices, individual/small group counseling, and ensuring a strong MTSS Discipline (PBIS) system is in place campus wide.		
M	We will measure success through monitoring rethinkEd usage data, observations of lessons, student quiz scores, student work samples, and pre/post assessments.			M	We will measure success through monitoring discipline data through the “Big 5” data reports monthly (discipline, by infraction, time, location, student and teacher)		
A	Right now SEL instruction is a challenge, we only have 20 - 25% of teachers implementing the curriculum with fidelity. This goal of 100% teaching is ambitious, it is also attainable since we have adjusted school schedules to provide designated times.			A	Right now, discipline is a major concern on campus, we have 7% of students who have received an ISS or OSS. This goal is to reduce students receiving a suspension by 3 - 5%. It is attainable because of the action items we have put into place.		
R	This goal is relevant because SEL is a part of our schools			R	This goal is relevant because students are missing a great		

	MTSS plan and is recognized as a key component addressing the needs of our students by strengthening the competencies they need to build lasting relationships and manage their emotions.		deal of quality instruction to disciplinary concerns. We want to create a supportive environment that provides the students opportunities to learn from their mistakes and prevent future occurrences.
T	- By the end of August all students in grades 3 - 5 will pretest in rethink Ed. - By the second week of school we will begin the scope and sequence for SEL instruction - Monthly, teachers will focus on one training area to strengthen their own knowledge	T	- By the end of August we will have explicitly taught all behavior expectations to students - Each month we will have a focus area to work on and a discipline challenge for students to work on - Each month we will celebrate students who exhibit positive behavior. - Our goal is to see a reduction in discipline each month, when compared to the previous year.
I	ALL students will be a part of the lessons. By focusing on SEL instruction, we hope to create an inclusive environment where all students feel welcomed.	I	We will create a focus group of students to ensure we are getting their perspective on discipline policies/practices to ensure we are representing their voices.
E	Developing SEL skills in students will allow us to help them identify situations that are not fair and stand up for injustice. It will also empower them to be leaders in their classes and on campus.	E	We will monitor discipline data to ensure that discipline practices are applied equitably to all groups of students and that practices do not target or single out specific groups.
Goal Statement: During the 25-26 school year, Sharon Hills Elementary School is going to focus on ensuring that every student receives 15 minutes of explicit SEL instruction daily using the rethinkEd platform. As a result, we should see a 3 - 5% increase in student SEL scores.		Goal Statement: During the 25-26 school year, Sharon Hills Elementary School will focus on implementing supportive discipline policies that seek not only to address discipline concerns, but also help the student from repeating the infraction. As a result, we should see a 3 - 5% reduction in the number of students receiving an ISS or OSS.	

Academic & Behavioral Tiered Supports Defined

Using the information in the district plan, outline what academic and behavioral supports your school will provide. Are there any specific strategies? In addition to what is identified at the district level, please also include what individual campus supports are provided.

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

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

- Instructional leadership team will monitor interventions utilizing our weekly observation/feedback schedule. Someone from ILT will also be in PLC's to help facilitate discussions over student data and interventions.

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

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

- Vertical planning will take place on the 3rd Monday of the month during elective period.
- [PLC Schedule](#)

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

- This year we are going to use half days to pilot ILT by giving students some time to work in these areas. It is our goal to increase this in the following year, but half days will be a good place to start exploring the concept for our campus.

Behavior Expectations Matrix

Enter one schoolwide behavior expectation in each section of row two. Then describe what the behavior should look like in each of the locations found in column one.

Locations	Behavior Expectations			
Classroom	Keep hands, feet, and objects to yourself	Follow all directions the first time given	Be on time and ready to learn	Stay in class unless you have permission to leave.
	Use kind words and actions only	Raise your hand for permission to speak	Unpack all necessary materials for class	
	Use materials, books, and technology for school work only	Stay in your seat unless given permission to get up		
	Take pride in your school work	Stay on the learning goal/task		
Hallway	Use appropriate language	Take care of your needs	Arrive to your destination in a timely manner	Walk at least one square away from the wall

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	Be respectful towards others Pick up paper/trash when dropped Level 0 Voice Hands in your pockets or beside you	Be prepared/on time Maintain a clean personal appearance (e.g. tuck in shirt, tie shoelaces, etc.) Walk in a straight line facing forward at all times	Be prepared for class activities Always have a hall pass when alone	Walk to your “right” at all times Keep off walls (e.g. hands, feet, and objects)
Cafeteria	Show respect for others Stay in line Clean up after yourself	Place all trash in trash cans Pick up and/or wipe area on table after eating Remain seated Level 0 Voice	One trip through the lunch line (e.g. get utensils, milk, etc.)	Single file lunch lines No horseplaying
Restroom	Be considerate Respect others privacy Use trash cans Flush!	Use the nearest restroom Secure a restroom pass from teacher Report inappropriate behavior and vandalism	Use time wisely (<i>Try!</i>) Be Prompt! Wash Hands!	Enter in an orderly manner Leave area clean/tidy-be courteous No horse playing Keep water in the sink and off the floor
Bus	Follow bus driver’s directions Use kind words and actions	Keep all belongings in your backpack. Save snacks and drinks for home.	Arrive early to your stop Be ready to exit bus at your stop (once the bus stops)	Arrive early to your stop Be ready to exit bus at your stop (once the bus stops)

	Keep hands, feet, and other objects to yourself.			
Arrival/ Dismissal	Respect others' personal belongings Respect others' personal space	Arrive to school in uniform (correct dress code) Keep hands and feet to yourself Report to the cafeteria to eat breakfast Use the restroom closest to your classroom Report to class and unpack your backpack, collect materials needed, and begin focus activity.	Arrive to school excited, prepared, and ready to learn! Have all materials needed for the day. Display HAWK Pride!	Upon arrival, walk quickly and quietly down the yellow line to eat breakfast, then the restroom, and class.

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

- The first week of school all content areas will take one of the expectations and teach its meaning as a part of getting to know you/class building/orientation activities.
- Each month we will highlight 1 expectation.
 - Each week there will be a focus on behaviors that will be shared with students and parents--we will look for this behavior and praise it throughout the week.
- We will align each of our expectations to corresponding SEL topics.
- Reward students with Super Hawk Raffle Tickets daily for positive behavior.
- Weekly Super Hawk Raffle

PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics					
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development		
<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, and the A3 + C initiative will be shared with parents in such activities as: - Orientation / Back to School Meet and Greet - Workshops for parents, family, and the community (Virtual and/or in person) - DIBELS Parent Meeting - Spring Testing Parent Meeting - Newsletters and school website Additional parent and family engagement activities may include: - Literacy Night - Fall Festival - Math/Science Night					\$396.00 PFE \$425.38 rev. \$1705.00 PFE \$1697.62 rev

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

MTSS Plan Overview	We are going to include our MTSS plan in our back to school parent meeting/open house.
Academic Programs & Interventions	Students who are being provided intervention services or plans will have a letter sent home explaining what is happening to their parents. If there is a concern, teachers will contact parents to notify them of issues and how we are planning to address them.
SEL & Behavior Interventions	Weekly SEL topics and Expectation focus areas will be shared with parents weekly through the APP and in the monthly memo. We will have a monthly activity for students who meet the targeted behavior goal for the month (no referrals, no more than 1 absence, etc) Parents will be told the activity and the requirements during the first week of the month.

Community Involvement

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

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

Instruction by Certified Teachers – Certified Teacher Recruitment

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>
In order to prioritize the recruitment of certified Highly Qualified and highly motivated teachers, the Principal will recruit teachers at the district job fairs and will be provided support in staffing the school by the district.	EBR District, Principal, Designee	June 2025 -May 2026		Highly Qualified Staff Personnel Transaction Form – Document Title I File Resumes from prospective hires	
Provide ongoing professional development to develop highly effective and proficient teachers.	Principal, Literacy Teacher, District Instructional Support, Content Leaders – ELA and Math Mentor Teachers	June 2025 -May 2026		Sign In Sheets, Agendas, Reflections/Feedback Forms, and Surveys	

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>
Pre-K and Kindergarten teachers will collaborate during vertical planning quarterly to prepare students for the transition. During this collaboration student data will be reviewed (TS Gold, DIBELS, goals and objectives) for transfer of practice and support. In January 2026, we will host Pre-K and K roundup to promote early registration for the 2026 – 2027 school year, focusing on Pre-K centers within the community.	Principal, Literacy Teacher, Pre-K Teacher, Kindergarten Teachers,	August 2025 -May 2026		Teachers will create a sign-in sheet and agenda for documentation. A copy of the alignment plan will be analyzed to facilitate planning.	
5th grade students and parents will attend an orientation program, sponsored by the school counselor in partnership with ICARE that emphasizes transitioning from Elementary to Middle school.	School Counselor, ICARE Specialist	May 2026		Agendas/Program/Reflection Sheets from activities Guidance Counselor Curriculum	

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Academic Intervention

Schools with Academic Intervention Labels

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

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

AUS Status - Select

Overall Vision and Goals

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

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

Effective Workforce

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

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

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

What changes do you plan for your approach to talent building for leadership and educators to achieve the vision outlined above, and how are they informed by your analysis of qualitative and quantitative evidence in your needs assessment?

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

What is your school's plan to ensure strong leadership over the next three years? This includes maintaining an effective principal, supporting other key leadership roles, and building the capacity of future leaders.

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

What steps is your school taking to retain effective educators?

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

How is your school developing and helping educators who need support to improve? For example, how will you leverage high-quality professional learning (teacher collaboration) and observation and feedback cycles?

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

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

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

adaptable to student needs.

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

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

Instruction

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

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

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

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

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

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

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

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

My school plans to expand its instructional approach by integrating personalized learning strategies that tailor instruction to accommodate the varying abilities, interests, and learning styles of students, and incorporating technology to facilitate individualized learning experiences and support personalized learning paths to meet diverse student needs. Tailoring instruction to accommodate the varying abilities, interests, and learning styles of

students. Professional development for teachers will be prioritized to ensure consistent implementation and ongoing data analysis will guide adjustments to maintain effectiveness and sustainability.

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

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

System Supports

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

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

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

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

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

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

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

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

root causes and sustain improvement over time.

Critical Categories

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

How is your school establishing or continuing internal routines?

Our school is establishing and continuing internal routines by implementing weekly ILT and TC meetings to review student progress, analyze data, and adjust instructional strategies. We have a system for tracking student performance, where teachers input and access data regularly. Additionally, monthly professional development sessions focus on refining instructional practices, and we have set protocols for communication between staff, administration, and families to ensure alignment and consistent support for students.

How is your school establishing or continuing routines with stakeholders?

Our school is establishing and continuing routines with stakeholders by holding regular meetings to discuss student progress and school initiatives. We send out monthly newsletters to keep families informed about important events, updates, and resources. Additionally, we ensure consistent communication through parent-teacher conferences, surveys for feedback, and involvement in school decision-making processes, fostering ongoing collaboration and support for student success.

How is your school conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising the schoolwide plan?

Our school conducts an annual review of the schoolwide plan by analyzing student achievement data, and survey results from teachers, students, and parents, and assessing the effectiveness of current interventions and strategies. We share progress through our school newsletter, school app, at the annual open house meetings/literacy night, and via updates on the school website. After reviewing the data and feedback, we revise the plan by adjusting goals, refining instructional strategies, and allocating resources to better address emerging needs and ensure continuous improvement.

How is your school making the schoolwide plan available to teachers, paraprofessionals, parents, and the public in a form that is understandable and uniform, to the extent practicable and/or required by Louisiana law, provided in a language that the parents understand?

Our school makes the schoolwide plan available to teachers, paraprofessionals, parents, and the public by posting it on the school website and distributing printed copies at key school events, such as parent-teacher conferences and open houses. The plan is provided in a clear, accessible format, using plain language to ensure it is understandable. Additionally, we ensure that it is translated into Spanish (or other languages as needed) to meet the needs of non-English speaking parents, in compliance with Louisiana law. Regular updates are shared via newsletters and through direct communication from teachers to keep all stakeholders informed.

How is your school structured for sustainability, including how the school will coordinate and integrate the activities outlined in this plan with

other federal, state and local services, resources and programs (i.e. other federal grant programs, health and nutrition programs, culture/climate programs, career and technical education programs)?

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