



**East Baton Rouge Parish School System
Schoolwide Plan
Sharon Hills Elementary**



PreK - 5

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2026 - 2027

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District Assurance

- The plan was developed in collaboration with parents and other community stakeholders.
- The plan was initially developed for one year, unless the LEA, in consultation with the school, determined that a shorter timeframe 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): Family and Stakeholder Engagement

(Component 2): Comprehensive Needs Assessment

(Component 3): Strategies for Improvement

(Component 4): Student Support Services

(Component 5): Student Opportunities

(Component 6): Multi-Tiered Systems of Support for Behavior

(Component 7): Professional Development

(Component 8): Student Transition

- 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
	Angela D. Sims	Principal	
	Andrea Tillman	Assistant Principal	
	Rosalyn Beachamp	School Counselor	
	Andrea Anderson	Executive Secretary	
	Stacey Sharon	School Clerk	
	Jasmine Sholes	Instructional Specialist	
	Lana Williams	Mentor Teacher	
	Shaletha Jackson	ESS Resource Teacher	
	Christie Jackson	ESS PreK-3 Teacher	
		ESS Paraprofessional	
	Leslie Defley	PreK Teacher	
	Lashonda Scott	PreK Paraprofessional	
	Angela Baltzar	Kindergarten Teacher	
	Monica Robertson	Kindergarten Teacher	
	Katrina Hunt	1st Grade Teacher	
	Marion Parker	1st Grade Teacher	
	Valarie Queen	2nd Grade Teacher	
	Wanda Cavalier	2nd Grade Teacher	
	Sharon Bateaste	3rd Grade Teacher	
	Riley Leger	3rd Grade Teacher	

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	Ja'Lynn Garrison	4th Grade Teacher	
	Tresa Augustine	4th Grade Teacher	
	Briwana Hopkins	5th Grade Teacher	
		5th Grade Teacher	
	Sedalia Ray	ESS Self-Contained Teacher	
	Jonathan Borne	ESS Paraprofessional	
	Meshone Zanders	ESS Self-Contained Teacher	
		ESS Paraprofessional	
	Renee Bingham	ESS Autism Teacher	
		ESS Paraprofessional	
	Carla Converse	ESS Paraprofessional	
	Jermaine Hawkins	ESS ED Teacher	
	Kenyetta Brooks	ESS Paraprofessional	
		ESS Paraprofessional	
	Valencea Johnson	Librarian	
	Brittany Jackson	Music Teacher	
	Tyra Brownlee	STEM Teacher	
	Byron Ezeff	TOR Moderator	
	Jeanetta Tansiel	Title I Paraprofessional	
	Chartavia Scott	Title I Paraprofessional	

Louisiana's Goals and Priorities

Educational Priorities

- Early Childhood leading to kindergarten readiness
- Literacy instruction aligned to the Science of Reading
- Foundational math instruction advancing from conceptual understanding
- Opportunities ensuring a meaningful high school experience
- An effective teacher for every student
- Expand educational choice for students and families

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

Louisiana Believes:

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

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

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

School's Mission:

The mission of Sharon Hills Elementary School is to provide a safe, caring, and engaging learning environment where every student is supported and challenged to achieve academic success.

School's Vision:

The vision of Sharon Hills Elementary School is to be a high-performing learning community where every student is empowered to achieve excellence, reach their full potential, and become a lifelong learner.

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 2026-2027 Schoolwide Planning

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

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
	235	3	0	9	41	230	36	6	16
Percentage	95.1	1.2	0	3.6	17	93	15	2	6

School Performance Score

2025-2026 Simulated SPS Score and Letter Grade	28.9 D
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Pre-Kindergarten EOY Data (delete if not needed)							
TS GOLD Measure	Skill Objective	% Below Expectations		% Meeting Expectations		% Exceeding Expectations	
		2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
	Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition.	0%		49%		51%	
	Objective 16 Demonstrates knowledge of the alphabet	0%		53%		47%	
	Objective 17 Demonstrates knowledge of print and its uses.	0%		100%		0%	
	Objective 18 Comprehends and responds to books and other texts	0%		100%		0%	
	Objective 19 Demonstrates writing skills	2%		46%		52%	
	Objective 20 Uses number concepts and operations	0%		91%		9%	

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K-3 Literacy EOY Data (in %) (delete if not needed)									
DIBELS	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
	Grade K	49%	59%	13%	14%	28%	16%	10%	11%
	Grade 1	52%	31%	16%	19%	16%	25%	16%	25%
	Grade 2	44%	51%	24%	16%	28%	22%	4%	11%
	Grade 3	51%	35%	13%	19%	18%	22%	18%	24%
	Grade 4	--		-		-		-	

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
K	0%	-	33%	-	67%	-
1	0%	0%	0%	67%	-	33%
2	0%	-	50%	-	50%	-
3	0%	0%	0%	100%	100%	0%
4					100%	

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Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
8.2%	0.4%	21.7%	16.5%	2%	1%

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.	100% of PK students meets expectations for demonstrating knowledge of print and its uses and comprehends and responds to books and other texts	TS Gold
3.	55% of students in grades 4 scored moderate to strong in Informational Text	LEAP 2025

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

Contributing Factor: 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 2025,	
Data Type: 1. Attitudinal 2. Behavioral 3. Archival	Findings 1. The ILT supports teachers in developing their ability to effectively utilize high-quality instructional materials. Teachers attend summer planning and several members of the ILT prepare PD opportunities during the summer months. 2. 100% of PLC/PD Agendas represents HQIM Implementation 3. Master Schedule reflects PLC days/times for all grade-levels and district leaders have observed and participated in teacher collaborative sessions.

Contributing Factor: The Master Schedule is structured to maximize instructional minutes, ensuring optimal learning opportunities for all students.	
Instrument(s): 2025-2026 Master Schedule, Staff Surveys 2026	
Data Type: 1. Archival 2. Attitudinal 3. Behavioral	Findings 1. Master Schedule reflects protected instructional time for all core content areas (Master Schedule 2025 – 2026 SY) 2. The Master Schedule intentionally includes time for collaborative planning and student support structures, fostering a positive instructional culture and reinforcing high expectations for teaching and learning. 3. The Master Schedule incorporates structured routines, clearly defined transitions, and designated times for supervision and support, contributing to reduced behavioral disruptions and increased student engagement during instructional blocks.

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): MOY Leader Conference Framework 25-26, Student Spring Surveys 2026, Discipline Data

Data Type:

1. Behavioral
2. Behavioral
3. Attitudinal

Findings

1. Observational and survey data reflect consistent implementation of safety protocols and supervision procedures, contributing to an orderly and well-monitored campus environment.
2. Principal scored Highly Effective in School and Community Environment: School Atmosphere on the MOY LLR.
3. 92% of students strongly agree or agree that they feel safe while at school (Student Spring Surveys 2025).

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%, SS 0% Grade 4: ELA 18%, Math 15%, Science 8%, SS 5% Grade 5: ELA 28%, Math 10%, Science 13%, SS 7%	LEAP Spring Reports 2025
2.	Low average percent on ELA Writing Performance: Grade 3: 82% (weak) Grade 4: 63 % (weak) Grade 5: 55% (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: The school demonstrates inconsistent implementation of data-driven instruction, resulting in limited use of student performance data to inform lesson planning, differentiation, targeted interventions, and instructional adjustments across classrooms.

Instrument(s): LEAP Report 2025, Walkthrough Observations, JCampus Gradebook

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Data Type: 1. Cognitive 2. Behavioral 3. Archival	Findings 1. Low average percent proficient in Math Performance: 3rd - 5th grade 18% (weak). (LEAP Results 2025) 2. Classroom observations and lesson plans indicate that student performance data (formative assessments, exit tickets, benchmark results) are not consistently used to adjust instruction, reteach standards, or plan differentiated activities. 3. JCampus Gradebook data indicates that teachers did not consistently implement reteaching and reassessment practices in response to low assessment scores, limiting opportunities for students to demonstrate mastery and improve academic performance.
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Contributing Factor: The school demonstrates inconsistent implementation of effective instructional strategies that promote higher-order questioning, resulting in limited opportunities for students to engage in critical thinking, analysis, justification of reasoning, and meaningful academic discourse across classrooms.

Instrument(s): Classroom Walkthroughs/Observations, LEAP 2025, Student Surveys 2026

Data Type: 1. Behavioral 2. Cognitive 3. Attitudinal	Findings 1. Observations across multiple classrooms revealed limited use of higher-order questioning strategies. Most teacher questions focused on recall and basic comprehension, with few opportunities for students to analyze, justify reasoning, defend answers with evidence, or engage in structured academic discourse. 2. LEAP assessment data indicates low student performance in standards requiring higher-order thinking skills, including analysis, problem-solving, and written justification. This suggests students may not be consistently exposed to rigorous questioning and critical thinking tasks during daily instruction. 3. 56% of students agree that most of their learning consists of completing worksheets.
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Contributing Factor: The school demonstrates inconsistent implementation of effective instructional strategies to actively engage students in learning, resulting in uneven levels of student participation, limited ownership of learning, and decreased academic rigor across classrooms.

Instrument(s): Walkthroughs/Observations, LEAP Assessment Data,

Data Type: 1. Behavioral 2. Cognitive 3. Attitudinal	Findings 1. Observations indicate that instructional strategies vary significantly across classrooms. Some teachers consistently use questioning, group work, and interactive activities to engage students, while others rely heavily on lecture or worksheets, resulting in uneven participation. 2. Student performance data from LEAP assessments show inconsistent mastery of standards across classrooms, suggesting that engagement and instructional rigor differ. 3. 56% of students agree that most of their learning consists of completing worksheets.
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Schoolwide Goals

Overall Goal: By the end of the 2026-2027 school year, Sharon Hills ES SPS will increase from 28.9 to 32.7 as measured by Louisiana’s Accountability System. *(Use the Simulated SPS)*

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	18.6%	51%	Math	20%	27%	Graduation Rate		
English	53.8%	54%	English	31.1%	34%	Read based on a nationally recognized exam		
Math growth for the lowest 25% of students	33.3%	45%	Science	8.6%	27%	Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students	60.7%	65%	Social Studies	5%	27%			
English Language Acquisition (ELL)								

CORE ACADEMICS - ELA	Tier 1 Resources:	
<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	Based on LEAP 2025 assessment data, the ELA area of need is writing, specifically targeting students' ability to use details from provided texts to compose well-developed, organized, clear writing.	
DIBELS Focus Area	Based on DIBELS data for K-3, the area of need is reading foundational skills. Specifically targeting letter sounds and PSF for grades K and 1; ORF/oral reading fluency and WRF/word reading fluency for grades 2 - 3.	
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from 29% to 38% on the Spring 2027 DIBELS EOY Assessment for the 2026-2027 school year.	
ELA SMART Goal:	By May 2026, ELA overall percent mastery will increase from 31% to 34% and at least 55% of students will meet or exceed individual growth targets inclusive of the lowest 25% as measured by LEAP 2025 Spring 2026 Assessment.	
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>		

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Based on an analysis of LEAP 2025 and DIBELS data, the school has identified priority needs in ELA writing and foundational literacy skills. To address these needs and meet the established growth goals, the school will implement a comprehensive, schoolwide plan aligned to the Louisiana Education Priority: Literacy – Accelerate Learning in Foundational Skills and High-Quality Tier I Instruction.

Instruction will focus on strengthening students' reading comprehension, writing proficiency, and mastery of foundational literacy skills through the consistent implementation of high-quality instructional materials (HQIM). Teachers will utilize research-based strategies such as RACE (Restate, Answer, Cite Evidence, Explain) and CER (Claim, Evidence, Reasoning) on a daily basis to promote deeper thinking, evidence-based responses, and stronger written communication. Additionally, components of The Writing Revolution will be implemented at least three times per week to support students in developing sentence structure, paragraph development, and overall writing fluency.

To further support literacy development, teachers will intentionally build academic vocabulary through strategies embedded within the HQIM to ensure students can access grade-level texts and content. Instructional time will be maximized through bell-to-bell teaching, with a focus on maintaining rigorous academic engagement and limiting non-instructional activities during designated learning time.

In addition, students identified in the bottom 25% based on LEAP and DIBELS data will receive targeted daily intervention and high-dosage tutoring to accelerate learning and close achievement gaps. These supports will be delivered through evidence-based programs including FIRE, mCLASS (DIBELS 8th Edition), Amira Learning, and i-Ready, which will provide personalized instruction, ongoing progress monitoring, and data-driven adjustments to instruction.

Through the consistent implementation of these strategies and interventions, the school will strengthen Tier I instruction, improve foundational literacy skills, and increase overall student achievement in ELA.

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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
<i>Implementation of Research-Based Instructional Strategies</i> <i>Teachers will consistently implement research-based instructional strategies within daily instruction to</i>	<i>Principal Assistant Principal Mentor Teacher Instructional Specialist Title I Paraprofessionals Classroom Teachers</i>	<i>Aug. 2026 - May 2027</i>	<i>10-Day Cycle</i>	<i>Lesson Plans Classroom Observations Walkthroughs Progress Monitoring</i>	

<i>strengthen comprehension, writing, and critical thinking.</i> RACE/CER Strategy (ELA): Teachers will require students to complete daily written responses during reading instruction using the RACE/CER strategy (Restate, Answer, Cite Evidence, Explain/Claim Evidence, Reasoning). Teachers will model how to restate the question, cite textual evidence, and explain reasoning using think-alouds and shared writing. Writing Revolution Strategies: Teachers will incorporate sentence-level and paragraph-level writing practice at least three times per week to strengthen syntax, sentence expansion, and evidence-based writing. Academic Vocabulary Development: Teachers will teach 2–3 academic vocabulary words per lesson using morphological analysis (e.g. prefixes, suffixes, roots) and contextual application within texts and discussions. Using routines and strategies built within the HQIM. Monitoring Teachers will monitor student use of strategies through exit tickets, writing responses, and student work samples collected weekly.				<i>iReady Reports</i> <i>Amira Learning Reports</i> <i>Unit Assessments/ Culminating Tasks</i> <i>Illuminate Data</i> <i>Student Work Samples</i> <i>ILT/PLC/PD Agendas</i> <i>Know and Show Charts</i>	
Data-Driven Instruction and Program Implementation Teachers will use ongoing assessment data to identify students requiring intervention, remediation, or enrichment.	Principal Assistant Principal Mentor Teacher Instructional Specialist	Aug. 2026 - May 2027	10-Day Cycle	Lesson Plans Classroom Observations Walkthroughs	

Student Groups Students will be grouped according to the following criteria: - Tier 3 – Intensive Support: Bottom 25% of students based on benchmark and CFA data - Tier 2 – Strategic Support: Students performing below benchmark - Tier 1 – On Level/Enrichment: Students performing at or above grade level expectations Program Usage MClass (DIBELS 8th Edition): Used with K–3 students for foundational reading skills. Teachers will progress monitor: - Tier 3 students weekly - Tier 2 students biweekly Amira Learning: Used for targeted fluency and comprehension practice for students performing below benchmark. Students will engage in Amira at least 2–3 times per week during intervention blocks. iReady: - Used schoolwide to support math and reading skill development. - Students will complete three iReady lessons per week - Teachers will review reports biweekly during PLCs to identify skill gaps and adjust instruction. Data Review	Title I Paraprofessionals Classroom Teachers			Progress Monitoring iReady Reports Amira Learning Reports Unit Assessments/ Culminating Tasks Illuminate Data Student Work Samples ILT/PLC/PD Agendas	
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<i>Teachers will analyze student data during:</i> - <i>Biweekly Professional Learning Community (PLC) meetings</i> - <i>Quarterly benchmark data reviews</i> <i>Instructional adjustments and targeted interventions will be determined based on these analyses.</i>					
<i>Flexible Small Group Instruction</i> <i>Teachers will provide whole-group instruction for core content delivery and small-group instruction for targeted skill development.</i> <i>Grouping (Student)</i> <i>Student groups will be formed using:</i> - <i>Biweekly Common Formative Assessments (CFAs)</i> - <i>Benchmark assessments</i> - <i>iReady and MClass data</i> <i>Instructional Structure</i> - <i>Whole Group:</i> <i>Introduction of new standards, modeling strategies, and guided practice.</i> - <i>Small Group:</i> ○ <i>Re-teaching groups:</i> <i>Students needing additional support on specific standards.</i>	<i>Principal</i> <i>Assistant Principal</i> <i>Mentor Teacher</i> <i>Instructional Specialist</i> <i>Title I</i> <i>Paraprofessionals</i> <i>Classroom Teachers</i>	<i>Aug. 2026 - May 2027</i>	<i>10-Day Cycle</i>	<i>Lesson Plans</i> <i>Classroom Observations</i> <i>Walkthroughs</i> <i>Progress Monitoring</i> <i>iReady Reports</i> <i>Amira Learning Reports</i> <i>Unit Assessments/ Culminating Tasks</i> <i>Illuminate Data</i> <i>Student Work Samples</i> <i>ILT/PLC/PD Agendas</i>	

○ Intervention groups: Students receiving targeted skill instruction. ○ Enrichment groups: Students extending learning through higher-order tasks. Frequency Small group instruction will occur daily during the intervention block or differentiated instruction time within ELA Block. Groups will be revised every two weeks based on updated assessment data.					
Strengthening Student Writing To improve students' understanding of writing expectations and strengthen written responses, teachers will implement structured writing support. Modeling and Instruction Teachers will: - Explicitly model writing expectations using think-aloud strategies and exemplar responses. - Display and reference Writer's Checklists and Writing Rubrics during writing tasks. - Use anchor charts and exemplars to illustrate quality writing.	Principal Assistant Principal Mentor Teacher Instructional Specialist Classroom Teachers	Aug. 2026 - May 2027			

Writing Process Implementation Teachers will guide students through the writing process using chunking strategies, which include: 1. Understanding the prompt (annotating) 2. Planning and organizing ideas 3. Drafting responses 4. Revising using Writer's Checklists 5. Editing and finalizing writing Feedback and Monitoring - Teachers will use rubrics to provide structured feedback on written responses weekly. - Student writing samples will be reviewed during PLC meetings to monitor progress and identify instructional adjustments.					
Backwards Design Lesson Planning Teachers will utilize structured backwards design planning when preparing lessons to ensure alignment between standards, instruction, and assessments. Planning Process During lesson planning, teachers will: 1. Analyze the content standards to identify essential skills and learning objectives. 2. Determine desired student outcomes based on curriculum expectations. 3. Review assessment expectations including CFA	Principal Assistant Principal Mentor Teacher Instructional Specialist Classroom Teachers	Aug. 2026 - May 2027	Weekly	Lesson Plans Classroom Observations Walkthroughs Progress Monitoring iReady Reports Amira Learning Reports Unit Assessments/ Culminating	

and benchmark formats. 4. Plan scaffolds and instructional strategies to support diverse learners. 5. Incorporate technology-enhanced questions such as drag-and-drop, multi-select, and Part A/Part B questions to prepare students for assessment formats. Instructional coaches will support teachers through Know/Show Charts, helping teachers decompose ELA standards and identify what students must know and demonstrate.				Tasks Illuminate Data Student Work Samples ILT/PLC/PD Agendas	
Vertical Planning and Professional Development Teachers will participate in monthly Vertical Planning sessions designed to strengthen instructional alignment and improve student outcomes. Focus Areas Vertical planning sessions will focus on: - Aligning writing expectations and rubrics across grade levels - Analyzing student writing samples to identify trends and gaps - Developing scaffolded writing instruction - Reviewing assessment data to identify instructional priorities - Sharing effective instructional strategies	Principal Assistant Principal Mentor Teacher Instructional Specialist Classroom Teachers	Aug. 2026 - May 2027	Weekly	Lesson Plans Classroom Observations Walkthroughs Progress Monitoring iReady Reports Amira Learning Reports Unit Assessments/ Culminating Tasks Illuminate Data	

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<i>Expected Outcomes</i> <i>By the end of each vertical planning session, teachers will:</i> - <i>Develop aligned writing expectations across grade levels</i> - <i>Identify instructional adjustments based on student work analysis</i> - <i>Plan scaffolded lessons that support progression of skills across grades</i>				<i>Student Work Samples</i> <i>ILT/PLC/PD Agendas</i>	
<i>Monitoring and Accountability</i> <i>Instructional implementation will be monitored through:</i> - <i>Instructional walkthroughs</i> - <i>PLC discussions and data reviews</i> - <i>Student work analysis</i> - <i>Progress monitoring reports from MClass, Amira, and iReady</i> <i>School leadership and instructional coaches will provide ongoing feedback and support to ensure strategies are implemented with fidelity.</i>	<i>Principal</i> <i>Assistant Principal</i> <i>Mentor Teacher</i> <i>Instructional Specialist</i>	<i>Aug. 2026 - May 2027</i>	<i>Weekly</i>	<i>Lesson Plans</i> <i>Classroom Observations</i> <i>Walkthroughs</i> <i>Progress Monitoring</i> <i>iReady Reports</i> <i>Amira Learning Reports</i> <i>Unit Assessments/ Culminating Tasks</i> <i>Illuminate Data</i> <i>Student Work Samples</i>	

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				<i>ILT/PLC/PD Agendas</i>	
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CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka Squared K - 5	
<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	<i>Based on LEAP 2025 Assessment data, the Mathematics area of need is Mathematical Reasoning and Modeling.</i>	
Math SMART Goal:	<i>The Mathematics % Mastery and above will increase from 20% to 27% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.</i>	
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>		
<i>Based on analysis of LEAP 2025 data, the school has identified Mathematical Reasoning and Modeling as the primary area of need. Current data indicate that 20% of students are performing at Mastery and above. The school's SMART goal is to increase this percentage to 27% on the Spring 2027 assessment. To address this need, the school will implement a comprehensive, schoolwide plan aligned to the Louisiana Education Priority: High-Quality Instruction and Academic Recovery – Strengthening Tier I Core Instruction in Mathematics.</i> <i>To strengthen the academic program, teachers will implement the RDWW (Read, Draw, Write, and Work) strategy daily to support problem-solving and</i>		

constructed response skills. Through this strategy, students will read and analyze mathematical problems, draw models or visual representations, write their reasoning using academic vocabulary, and work through the mathematical process to justify their answers.

Teachers will also implement instructional strategies outlined in Eureka Squared, the school's High-Quality Instructional Materials (HQIM), to support conceptual understanding, procedural fluency, and the application of mathematical concepts. Lessons will incorporate student discourse, modeling, guided practice, and independent problem solving to ensure students actively engage in mathematical reasoning.

To ensure access to high-quality curriculum and additional learning opportunities, the school will implement HQIM-aligned programs including Zearn and Math Catalyst with fidelity. Students will complete Zearn lessons at least three times per week to reinforce core instruction and receive immediate feedback. Teachers will review Zearn reports weekly to monitor lesson completion, accuracy, and areas of struggle, and use this data to inform small-group instruction, targeted re-teaching, and enrichment opportunities.

To increase the amount and quality of learning time, teachers will incorporate structured math rotations, small-group instruction, and dedicated intervention blocks within the daily math schedule. These opportunities will provide additional time for students to practice grade-level standards, receive targeted support, and deepen understanding through guided instruction and independent practice.

The school will also provide an enriched and accelerated curriculum by engaging students in problem-based learning tasks, mathematical discourse, and hands-on learning experiences. Teachers will utilize manipulatives such as base-ten blocks, number lines, fraction models, and place value charts to help students build conceptual understanding and connect concrete models to abstract mathematical representations.

To support underperforming subgroups and the bottom 25% of students, the school will implement small-group instruction, targeted interventions, and high-dosage tutoring. Students identified through assessment data will receive additional support using LDOE FLAME (Foundational Learning and Math Enrichment) resources. These supports will address foundational skill gaps while maintaining access to grade-level content. Teachers will monitor progress through benchmark assessments, exit tickets, and program data to adjust instruction and interventions as needed.

Through the consistent implementation of these strategies, the school will strengthen Tier I core instruction, increase instructional time and engagement, provide enriched learning opportunities, and ensure targeted supports to improve student achievement in mathematics.

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>Evaluation</i>	<i>Funding Source</i> <i>(Federal, state, and local)</i>
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<i>All teachers will implement the district-wide RDWW math strategy at least once per week during problem-solving lessons to strengthen students' ability to justify and express mathematical reasoning. During these lessons, students will write structured responses that explain how they solved the problem and why their strategy works. Teachers will assess students' written reasoning using a common rubric aligned to constructed response expectations, focusing on accuracy, use of mathematical vocabulary, and clear justification of thinking. Teachers will review student work during PLCs and provide targeted feedback and re-teaching as needed.</i> <i>Teachers will also utilize the chunking strategy daily when presenting complex texts or multi-step word problems. Teachers will model how to break problems into smaller, manageable parts by identifying key information, determining the steps needed to solve the problem, and solving each part sequentially. Students will practice annotating problems, identifying relevant details, and organizing their thinking before writing their response. This approach will support students in solving multi-step tasks and developing clear, structured written explanations of their mathematical reasoning.</i>	<i>Principal Assistant Principal Mentor Teacher Instructional Coach Classroom Teachers</i>		<i>Bi-Weekly</i>	<i>Lesson Plans</i> <i>Walkthroughs</i> <i>Sample Student Work</i> <i>Assessments (CFAs/Benchmarks)</i>	
<i>Teachers will differentiate instruction by modifying instructional activities, questions, and supports to meet the needs of all students as identified through ongoing assessments. Differentiated instruction will include strategies such as providing scaffolded problem-solving steps, using visual models and manipulatives for conceptual understanding, offering sentence stems to support written mathematical explanations, and adjusting the complexity of tasks. For example, students who are approaching mastery may solve grade-level problems with guided prompts, while students needing additional support may work with concrete models,</i>	<i>Principal Assistant Principal Mentor Teacher Instructional Coach Classroom Teachers</i>			<i>End of Module Data (Illuminate)</i> <i>Student Work Samples/ Mathematical Tasks</i>	

<i>teacher-guided examples, and chunked problem steps. Students who demonstrate mastery may extend their learning through enrichment tasks that require deeper reasoning, multi-step problem solving, or real-world applications.</i> <i>Student discourse will be intentionally structured to promote mathematical reasoning and communication. Teachers will incorporate strategies such as Think–Pair–Share, Turn and Talk, Math Talks, and collaborative problem-solving discussions during whole group and small group instruction. Students will be expected to explain their thinking, justify their answers, and respond to peers using sentence stems such as “I solved it this way because...,” “I agree/disagree with ___ because...,” and “The evidence that supports my answer is...”. These discussions will occur during problem-solving activities, after completing tasks, and during lesson closures to reinforce conceptual understanding.</i> <i>Academic vocabulary will be explicitly taught and reinforced throughout math instruction. Teachers will introduce key vocabulary during the mini-lesson using anchor charts, word walls, and modeled examples. Students will practice using academic vocabulary orally during discussions and in writing through structured response strategies such as RDWW (Read, Draw, Write, and Explain). Vocabulary will be revisited during guided practice, small group instruction, and exit ticket reflections to ensure students can accurately use mathematical language when explaining their thinking.</i> <i>Classroom teachers will provide both whole group and small group instruction to focus on skills that need to be re-taught or reinforced. Tier 2 and Tier 3 students will be prioritized for targeted small group instruction. Teachers will implement small groups based on identified student needs using data from Exit Ticket audits, Common Formative Assessments (CFAs), and benchmark assessments. Students will be categorized as “Got It,” “Almost Got It,” or “Not Yet” based on their demonstrated level of mastery. Students who “Got It” will participate in enrichment or application tasks, students who are “Almost Got It” will receive guided practice and additional modeling, and students who are</i>				<i>Student Work Analysis</i> <i>Zearn Reports</i> <i>ILT/PLC/PD Agendas</i>	
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<i>“Not Yet” will receive re-teaching using scaffolded instruction and additional supports.</i> <i>Assessment data will be reviewed weekly during grade-level collaborative planning or Professional Learning Community (PLC) meetings. Teachers will analyze exit ticket results daily to determine immediate re-teaching needs and will review CFA and benchmark data after each administration cycle to identify trends and adjust instruction. Based on this analysis, small groups will be formed and adjusted regularly to ensure students receive targeted instruction aligned to their current learning needs.</i> <i>The bottom 25% of students will be identified using CFA and Benchmark Assessment data in 3rd grade, and LEAP assessment data along with current benchmark and CFA data in 4th and 5th grades. These students will receive intentional and consistent support through targeted small group instruction, additional guided practice, and scaffolded problem-solving strategies. Interventions for these students will include the use of manipulatives, visual models, chunking multi-step problems, teacher think-aloud modeling, repeated practice with immediate feedback, and structured writing supports for explaining mathematical reasoning. Teachers may also provide additional intervention blocks, targeted skill practice using instructional programs such as Zearn, Math Catalyst, and progress monitoring to ensure students are making measurable growth toward grade-level proficiency.</i>					
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<i>All students will complete Zearn lessons a minimum of three times per week during designated math rotation or independent practice time. Students will utilize headphones and scratch paper while working in Zearn to support focus, allow them to process their thinking, and work through multi-step problems. Teachers will monitor Zearn progress weekly, reviewing reports such as lesson completion, struggle alerts, and accuracy data. This data will be used to identify students who need re-teaching, intervention, or enrichment and to form small groups for targeted instruction during math block or intervention time.</i> <i>Teachers will implement Hands-On Flex Days at least once per week, where students engage with math manipulatives such as base-ten blocks, counters, number lines, fraction models, and place value charts. These materials will be used to help students model mathematical thinking, represent abstract concepts concretely, and deepen conceptual understanding before moving to symbolic representations. During these lessons, students will explain their reasoning and demonstrate their thinking using the manipulatives.</i> <i>Each month, teachers will meet in Vertical Planning sessions for ongoing professional development and collaboration to ensure alignment of math instruction, discuss student data trends, and share effective instructional strategies across grade levels.</i> <i>Teachers will begin working with instructional coaches using Know/Show Charts to decompose math content standards. This process will help teachers clearly identify what students must know (concepts and vocabulary) and what students must show (skills and evidence of mastery) when demonstrating</i>	<i>Principal Assistant Principal Mentor Teacher Instructional Coach Classroom Teachers</i>				
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<i>understanding of the standard.</i> <i>Teachers will implement high-yield TLAC (Teach Like a Champion) and GBF (Get Better Faster) strategies during daily instruction to increase student engagement, strengthen questioning techniques, and ensure students are actively participating in mathematical discourse and problem solving.</i>					
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CORE ACADEMICS - Science	Tier 1 Resources: Amplify
<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	Based on LEAP 2025 Assessment data, the Science area of need is the investigation (school average - 66% weak) specifically targeting students' ability to ask questions, define problems and plan investigations.
Science SMART Goal:	The Science % Mastery and above will increase from 8.6% to 27% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
<i>The school is implementing a comprehensive, data-driven instructional framework designed to strengthen the academic program, maximize learning time, provide enriched learning experiences, and improve outcomes for all students—particularly those in underperforming subgroups.</i> <i>Strengthening the Academic Program</i> <i>Teachers consistently utilize standards-aligned instructional strategies, including structured workstations that incorporate teacher-led small groups, independent practice, and collaborative learning tasks. Instruction is guided by ongoing analysis of Common Formative Assessment (CFA) and exit ticket data, ensuring that lessons are responsive to student needs. Weekly Professional Learning Communities (PLCs) provide a structured opportunity for teachers to</i>	

analyze student work, refine lesson plans for rigor and alignment, and receive targeted coaching feedback. Additionally, the implementation of Amplify Science as a high-quality instructional material supports phenomena-based, three-dimensional learning, integrating literacy and inquiry to deepen student understanding.

Increasing the Amount and Quality of Learning Time

Learning time is maximized through intentional scheduling of weekly workstations, allowing for differentiated instruction and targeted skill development. Data-driven small group instruction ensures that students receive focused support aligned to their current levels of mastery. Weekly PLCs further enhance instructional quality by equipping teachers with actionable insights and strategies for reteaching and enrichment. The use of frequent, structured writing tasks—such as Claim-Evidence-Reasoning (CER) responses—provides students with consistent opportunities to engage in rigorous academic practice.

Providing an Enriched and Accelerated Curriculum

Students engage in interdisciplinary, standards-aligned projects each quarter that require them to apply their learning to authentic, real-world problems, particularly in science. These projects promote higher-order thinking, problem-solving, and collaboration, and include multiple checkpoints for feedback to ensure quality and alignment. The integration of Amplify Science enhances the curriculum through hands-on investigations, simulations, and embedded literacy tasks. Additionally, the consistent use of LEAP-aligned rubrics for written responses ensures that students are held to high expectations and are prepared for state assessments.

Supporting Underperforming Subgroups

Targeted interventions are embedded within daily instruction through flexible grouping based on CFA and exit ticket data. Teachers use data trackers to monitor student progress and adjust instruction accordingly, ensuring timely support for students who are below proficiency. Weekly analysis of constructed responses informs the development of mini-lessons and small-group interventions tailored to specific skill gaps. Coaching support and ongoing monitoring of reteach plans ensure fidelity of implementation and responsiveness to student needs. These strategies collectively ensure that underperforming subgroups receive focused, data-driven support to accelerate their academic achievement.

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>Evaluation</i>	<i>Funding Source</i> (Federal, state, and local)
<i>Teachers will implement workstations weekly for 30 minutes, including a teacher-led small group (max 6 students), independent practice, and a collaborative task aligned to current standards. Groups will be updated weekly based on CFA or exit ticket data, and teachers will track student movement and mastery using</i>	<i>Principal AP Mentor Teacher Instructional Coach Classroom Teachers</i>	<i>August 2026 - May 2027</i>	<i>Bi-Weekly</i>	<i>Lesson Plans Walkthroughs Sample Student Work</i>	

<i>a data tracker.</i> <i>Teachers will participate in weekly PLCs to analyze district CFA data, review student work, and annotate upcoming lessons for rigor and alignment. Teams will submit artifacts, and coaches will provide weekly feedback while monitoring implementation of reteach plans and action steps.</i> <i>Students will complete weekly CER written responses, with one scored using a LEAP-aligned rubric and tracked over time. Teachers will use constructed-response data to plan weekly mini-lessons and provide targeted small-group support for students below proficiency.</i> <i>Teachers will implement an interdisciplinary, standards-aligned project per quarter in which students address an authentic, real-world problem connected to current science content. Projects will include a written explanation (e.g., CER) and a final product, with at least two structured checkpoints for feedback to ensure alignment with grade-level expectations and higher-order thinking. Student learning will be showcased through presentations, exhibitions, or community partnerships, with performance measured using a common rubric aligned to priority standards.</i> <i>Implement Amplify Science as the core HQIM to support phenomena-based instruction and 3-dimensional learning. Use hands-on investigations, simulations, and embedded literacy strategies to deepen conceptual understanding, and incorporate unit assessments and student interaction data to inform tiered workstations and targeted small-group instruction. Integrate CER writing tasks within Amplify lessons to strengthen evidence-based scientific reasoning and argumentation.</i>				<i>Assessments (CFAs/Benchmarks)</i>	
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CORE ACADEMICS - Social Studies	Tier 1 Resources: Gallopade
<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	<i>Based on LEAP2025 Assessment data, the Social Studies area of need is the Examining Sources and Expressing Claims sub category (82% weak) specifically focusing on examining and using primary, secondary, and tertiary sources; evaluating claims and counterclaims; using evidence to support claims; distinguishing between relevant and irrelevant information; and constructing and expressing claims.</i>
Social Studies SMART Goal:	The Social Studies % Mastery and above will increase from 5% to 27% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
<i>The school is implementing a cohesive, standards-aligned instructional framework through the use of high-quality instructional materials and research-based strategies to strengthen the academic program, maximize learning time, enrich the curriculum, and support all learners.</i> <i>Strengthening the Academic Program</i> <i>The school utilizes Gallopade as its core HQIM to ensure alignment to state standards and LEAP 2025 expectations. Teachers intentionally model the sourcing</i>	

and analysis of primary, secondary, and tertiary documents, guiding students to connect evidence to key questions and content themes. Instruction is further strengthened through the consistent use of inquiry-based strategies such as Turn and Talk, Fishbowl discussions, Jigsaw, Gallery Walks, and Four-Corner Debates, which promote critical thinking, collaboration, and meaningful academic discourse. Daily writing tasks, aligned to LDOE rubrics and supported by exemplars, reinforce students' ability to construct evidence-based responses while building academic vocabulary through structured strategies like the Frayer Model.

Increasing the Amount and Quality of Learning Time

Instructional time is maximized through structured routines and purposeful lesson design. Gallopade components such as curated content boards, Big Question Evidence Collectors, and Expertracks provide clear organization and focus, allowing students to efficiently engage with content and build understanding over time. Daily writing and consistent use of discussion protocols ensure that students are actively engaged in rigorous learning tasks throughout the instructional block. These routines minimize downtime and increase opportunities for productive practice and feedback.

Providing an Enriched and Accelerated Curriculum

Students are provided with a well-rounded and enriched curriculum through opportunities to engage in higher-order thinking and creative expression. Inquiry-based activities such as constructing posters, political cartoons, and maps allow students to demonstrate understanding in diverse ways while deepening content knowledge. The emphasis on analyzing multiple sources and perspectives promotes advanced literacy skills and prepares students for complex, real-world problem-solving. Tiered instruction within Gallopade ensures that students who are ready for acceleration are challenged with deeper analysis and extended learning opportunities.

Supporting Underperforming Subgroups

The school implements targeted, data-driven interventions to support underperforming students. Unit assessments and student interaction data are used to inform flexible small-group instruction, allowing teachers to address specific skill gaps and provide individualized support. Scaffolded tools such as evidence collectors and structured writing support help ensure access to rigorous content for all learners, including those who need additional support. Vocabulary development strategies and language supports further assist students in building comprehension and expressing their understanding effectively. Ongoing progress monitoring and differentiated instruction ensure that underperforming subgroups receive timely, targeted interventions to improve academic outcomes.

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>Evaluation</i>	<i>Funding Source</i> (Federal, state, and local)
<i>The school will implement Gallopade as the core HQIM to deliver standards-aligned, differentiated instruction and support alignment to LEAP 2025 expectations. Teachers will model sourcing of primary, secondary, and tertiary documents and guide students to connect</i>	<i>Principal AP Mentor Teacher Instructional Coach Classroom Teachers</i>	<i>August 2026 - May 2027</i>	<i>Bi-Weekly</i>	<i>Lesson Plans Walkthroughs Sample Student</i>	

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evidence to HQIM framing and supporting questions.				Work Assessments(CFAs/ Benchmarks)	
Teachers will embed inquiry-based strategies such as Turn and Talk, Fishbowl, Jigsaw, Gallery Walks, Four-Corner Debates, and construct posters, cartoons, or maps to promote critical thinking, problem-solving, and academic discourse.					
Students will complete daily writing using LDOE rubrics, exemplars, and peer/self-assessment, with integration of tier-three vocabulary and language supports such as the Frayer Model.					
The school will implement Gallopade routines like curated content boards, Big Question Evidence Collector, and Expertracks to structure lessons, scaffold evidence collection, and support tiered instruction. Unit assessments and interaction data will guide small-group interventions and enrichment activities to meet the needs of all learners.					

Non-CORE Academics	Resources:
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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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
<i>Teachers in non-core courses will integrate reading and writing strategies into instruction such as vocabulary development, written reflections, etc. Strategies such as RACE and CER will be used to help students explain their thinking and support their ideas.</i>	<i>Non-CORE Teachers ILT Members</i>	<i>August 2025 - May 2026</i>			
<i>Non-core teachers will use formative assessments to monitor student progress and adjust instruction. Assessments may include skill demonstrations, performance tasks, quick checks for understanding, or digital quizzes. Teachers will review weekly to identify misconceptions, provide immediate feedback, and adjust instruction through re-teaching, small group support, or enrichment opportunities.</i>	<i>Non-CORE Teachers ILT Members</i>	<i>August 2025 - May 2026</i>			
<i>Teachers will implement project-based or performance-based learning activities that connect course content to real-world applications. Students may complete activities such as design projects, presentations, collaborative investigations, problem-solving challenges, or creative demonstrations of learning.</i>	<i>Non-CORE Teachers ILT Members</i>	<i>August 2025 - May 2026</i>			
<i>Non-core classes will incorporate social-emotional learning and wellness practices that support student well-being, teamwork, and goal setting. Teachers will also model and reinforce positive communication, respect for others, and productive problem-solving skills.</i>	<i>Non-CORE Teachers ILT Members</i>	<i>August 2025 - May 2026</i>			

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<i>Teachers in non-core courses will incorporate numeracy skills into instruction through activities that require students to apply mathematical thinking in real-world contexts. Examples may include measuring materials in art or STEM projects, analyzing data in science or physical education activities, interpreting charts or graphs, or calculating time, distance, or quantities. These activities will help students strengthen mathematical reasoning while making connections between math and other content areas.</i>	<i>Non-CORE Teachers ILT Members</i>	<i>August 2025 - May 2026</i>			
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Student Subgroups and Student Attendance

<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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
<i>Teachers will provide targeted small-group instruction for identified student subgroups based on academic data. Instruction will focus on addressing skill gaps in core areas using differentiated strategies and supports.</i>	<i>ILT Members Classroom Teachers</i>	<i>August 2025 - May 2026</i>	<i>Bi-Weekly Assessments (10-day Cycle)</i>		
<i>School staff will regularly review academic performance data for student subgroups to identify achievement gaps and adjust instructional strategies. Data meetings will focus on monitoring progress and identifying students who need additional support.</i>	<i>ILT Members Classroom Teachers</i>	<i>August 2025 - May 2026</i>			
<i>The school will provide additional academic support opportunities for identified student subgroups through tutoring, intervention blocks, or extended learning opportunities during or after school.</i>	<i>ILT Members Classroom Teachers</i>	<i>August 2025 - May 2026</i>			
<i>The school will increase communication and engagement with families of identified student subgroups by providing regular updates on student progress and offering multiple opportunities for family participation. Strategies may include parent-teacher conferences, progress reports, family workshops, school communication platforms, and outreach from teachers or support staff to families of students who need additional academic support.</i>	<i>ILT Members School Counselor Classroom Teachers</i>	<i>August 2025 - May 2026</i>			
<i>The school will implement a weekly attendance monitoring process. The attendance clerk will generate weekly attendance reports identifying students with three or more absences or patterns of tardiness. The administration, counselor, or attendance team will review the report and assign staff members to contact parents or guardians. Staff will discuss attendance concerns, identify barriers such as transportation or health issues, and develop an attendance improvement plan when necessary.</i>	<i>Principal Assistant Principal School Clerk School Counselor Classroom Teachers</i>	<i>August 2025 - May 2026</i>			

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<i>The school will implement a monthly attendance recognition program to encourage consistent attendance. Students with perfect attendance or improved attendance will be recognized through certificates, morning announcements, classroom celebrations, or school-wide incentives such as extra recess, small prizes, or recognition boards.</i>					
<i>The school will communicate regularly with families about the importance of daily attendance. Teachers and administrators will contact families when students accumulate multiple absences and provide information about attendance expectations and available support. The school will share attendance reminders through newsletters, school messaging systems, social media, or parent meetings.</i> <i>The school will implement a schoolwide attendance awareness campaign to promote the importance of daily attendance. Activities may include posting attendance goals in classrooms and hallways, sharing weekly attendance percentages during announcements, celebrating improved grade-level attendance, and recognizing classrooms with the highest attendance rates.</i>	<i>Principal Assistant Principal School Clerk School Counselor Classroom Teachers</i>	<i>August 2025 - May 2026</i>			

Student Opportunities - High Schools ONLY

<i>Provide improvement strategies that the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary students' access to course work to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access.)</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>

PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics

<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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
<i>Teachers will participate in professional development focused on the effective implementation of high-quality instructional materials (HQIM). Training will include understanding curriculum structure, lesson preparation, and strategies for delivering standards-aligned instruction. Teachers will collaborate during PLC meetings to review upcoming lessons, discuss instructional strategies, and share best practices for using the curriculum effectively.</i>	<i>ILT Members Classroom Teachers Title I Paraprofessionals</i>	<i>July 2026 - May 2027</i>		<i>PD Agendas Sign-In PLC Agendas</i>	
<i>Teachers will participate in professional development focused on implementing structured writing and response strategies such as RACE (Restate, Answer, Cite Evidence, Explain), CER (Claim, Evidence, Reasoning), and RDW/RRSS problem-solving strategies in mathematics. Teachers will model these strategies during instruction and provide opportunities for students to practice written responses across content areas.</i>					
<i>Teachers will engage in professional development and collaborative planning focused on lesson internalization and annotation. Teachers will review upcoming lessons, identify key standards and learning targets, anticipate student misconceptions, and annotate instructional materials to prepare for effective lesson delivery.</i>					
<i>Teachers will receive professional development on implementing small-group instruction and differentiated teaching strategies to meet the needs of diverse learners. Teachers will use student data to form instructional groups and provide targeted support to address specific skill gaps.</i>					

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<i>Teachers will participate in professional development focused on understanding and applying the Louisiana Educator Rubric. During training sessions, teachers and administrators will review the rubric indicators and discuss what effective instruction looks like at each performance level. During PLC meetings, teachers will reflect on their own instruction using the rubric and identify areas for growth. Teachers will connect rubric indicators to lesson planning, questioning strategies, student engagement, and monitoring for understanding. Administrators and instructional coaches will conduct classroom observations and provide feedback aligned to specific rubric indicators.</i>					
<i>Teachers will participate in regular collaborative planning sessions (PLCs or grade-level meetings) to review student work, analyze assessment data, and plan targeted instruction. During these sessions, teachers will discuss strategies for differentiating instruction, designing small-group lessons, and integrating evidence-based practices. Administrators or instructional coaches will support collaboration by facilitating discussions, providing feedback, and helping teachers set actionable goals for improving student outcomes.</i>					

STUDENT SUPPORT SERVICES

Narrative

Describe schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health problems, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Louisiana Education Priorities.

<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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
<i>The school will implement tiered counseling services (individual, small group, and whole-class lessons) to address stress, anxiety, and coping skills.</i> <i>The school will use the Multi-Tiered System of Supports (MTSS) to provide academic and behavioral interventions tailored to students' needs.</i> <i>The school will implement social-emotional learning (SEL) lessons within the curriculum to teach empathy, problem-solving, and conflict resolution.</i> <i>The school will offer small-group skill-building sessions for students struggling with social skills or emotional regulation.</i>	<i>ILT Members</i> <i>Classroom Teachers</i> <i>Title I Paraprofessionals</i>	<i>July 2026 -</i> <i>May 2027</i>		<i>PD Agendas</i> <i>Sign-In</i> <i>PLC Agendas</i> <i>Meeting Agendas</i> <i>PBIS</i> <i>Documentation</i>	

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<i>The school will establish a peer mentoring program that pairs older students with younger students to model positive behavior and social skills.</i> <i>The school will develop a teacher-student advisory program where staff meet weekly with small groups to provide guidance, support, and check-ins.</i> <i>The school will partner with community mentors or organizations to provide mentoring sessions that focus on goal setting, resilience, and self-awareness</i>					
<i>The school will implement daily or weekly SEL check-ins, such as morning circles or emotion journals, to encourage reflection and self-awareness.</i> <i>The school will train all staff in positive behavior interventions and supports (PBIS) to create a consistent, supportive school environment.</i> <i>The school will host schoolwide recognition programs to celebrate social-emotional growth, such as empathy awards or kindness challenges.</i> <i>Counselors will work with classroom teachers to deliver targeted social-emotional lessons on coping strategies, conflict resolution, and emotional regulation.</i>					

MULTI-TIERED SYSTEM OF SUPPORT

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:

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 30 - 35% 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 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.	R	This goal is relevant because students are missing a great 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 26 - 27 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 26 - 27 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 Squared, Guidebooks, EL Curriculum, Amplify, LDOE Scope and Sequence, & DBQ	PBIS--School wide Behavior Expectations taught first day and week of school (each day one expectation --each subject

- Project - Instructional Strategies will include Teaching Like a Champion strategies and Differentiated Instruction - Scaffolding - Graphic Organizers - Flexible Grouping/ Small groups - Cooperative Learning	- 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?

The 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? *8:15 - 8:30 am*

How will time be scheduled for PLCs/Grade or Content Teams? *Revise Master Schedule so lower grades can be at the end of the day.*

Planning for the Future: How can individualized learning time be scheduled for students throughout the school year?
Targeted Small Group Instruction and Interventions built in Master Schedule

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
	Be respectful towards others	Be prepared/on time	Be prepared for class activities	Walk to your “right” at all times
	Pick up paper/trash when dropped	Maintain a clean personal appearance (e.g. tuck in shirt, tie shoelaces, etc.)		
	Level 0 Voice	Walk in a straight line facing forward at all times	Always have a hall pass when alone	Keep off walls (e.g. hands, feet, and objects)
	Hands in your pockets or			

	beside you			
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 (Try!) 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 hands, feet, and other objects to yourself.	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)
Arrival/ Dismissal	Respect others' personal belongings Respect others' personal space	Arrive to school in uniform (correct dress code) Keep hands and feet to yourself	Arrive to school excited, prepared, and ready to learn! Have all materials needed for the day.	Upon arrival, walk quickly and quietly down the yellow line to eat breakfast, then the restroom, and class.

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

- ***Model school-wide expectations.***
- ***All faculty/staff enforce expectations by redirecting students.***
- ***Send correspondence/communication home to parents.***
- ***Review expectations with students & parents at Meet the Teacher and Open House.***

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

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum, and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.

The school will take intentional steps to ensure that a diverse group of families and parent leaders—including parents of English Learners and students with disabilities—are informed, prepared, and empowered to provide meaningful input on the development of the schoolwide plan.

*To build parents' capacity to engage in the planning process, the school will offer multiple opportunities for training and information sharing. During events such as the **Orientation/Back-to-School Meet and Greet** and ongoing **parent workshops (virtual and in person)**, families will be introduced to key components of the school's curriculum, academic expectations, and assessment systems. For example, during the **DIBELS Parent Meeting**, families will receive training on how to interpret early literacy data, understand benchmark goals, and monitor their child's reading progress. Similarly, the **Spring Testing Parent Meeting** will provide guidance on state assessments, including how to read score reports and support student performance at home.*

*In addition, the school will ensure ongoing communication and access to information through **newsletters**, **the school website**, and family engagement events such as **Literacy Night**, **Math/Science Night**, and the **Fall Festival**. These events will incorporate interactive sessions where teachers model instructional strategies and explain how curriculum and assessments align to student learning goals. This approach will support families—particularly those of English Learners and students with disabilities—by providing clear, accessible explanations and opportunities to ask questions and share feedback.*

As a result of these efforts, families will be better equipped to analyze student data and understand instructional priorities, which will lead to meaningful contributions to the schoolwide plan. For example:

- *Based on parent feedback from the DIBELS meeting, the school will increase its emphasis on early literacy supports and add more family-facing literacy resources and workshops to the plan.*
- *Input from families during Math/Science Night and workshops will lead to the inclusion of additional strategies to strengthen home-school partnerships, such as providing take-home math and science activities aligned to classroom instruction.*
- *Parents of students with disabilities will be provided opportunities to share needs, which will result in the school incorporating more consistent progress updates and differentiated family resources into the plan.*
- *Feedback gathered during engagement events and surveys will inform adjustments to the school calendar and increase the number of flexible (virtual and in-person) engagement opportunities to accommodate diverse family needs.*

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Through these structured opportunities and responsive adjustments, the school will demonstrate a commitment to building family capacity and ensuring that parent voice—across diverse populations—directly influences the development and refinement of the schoolwide plan.

<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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
<i>Parent and Family Engagement:</i> <i>Topics such as the school calendar and home-school partnerships, will be shared with parents in such activities as:</i> - <i>Orientation / Back to School Meet and Greet</i> - <i>Workshops for parents, family, and the community (Virtual and/or in person)</i> - <i>DIBELS Parent Meeting</i> - <i>Spring Testing Parent Meeting</i> - <i>Newsletters and school website</i> <i>Additional parent and family engagement activities may include:</i> - <i>Literacy Night</i> - <i>Fall Festival</i> - <i>Math/Science Night</i> - <i>Christmas/Spring Musical Concerts</i> - <i>Science Fair</i>	<i>ILT Members</i> <i>Classroom Teachers</i> <i>Title I Paraprofessionals</i>	<i>July 2026 - May 2027</i>	<i>Monthly Parent Surveys</i>	<i>PD Agendas</i> <i>Sign-In</i> <i>PLC Agendas</i> <i>Meeting Agendas</i> <i>PBIS</i> <i>Documentation</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	<i>We are going to include our MTSS plan in our back to school parent meeting/open house.</i>
Academic Programs & Interventions	<i>Parents of students receiving intervention services or support plans will receive written communication outlining the services being provided and the purpose of the intervention.</i> <i>Additionally, if concerns arise, teachers will proactively contact parents to communicate the specific issues and share the planned strategies and supports that will be implemented to address them.</i>
SEL & Behavior Interventions	<i>Weekly SEL topics and expectation focus areas will be communicated to parents through the school app and included in the monthly memo to ensure consistent awareness and support at home.</i> <i>The school will also implement a monthly incentive for students who meet targeted behavior goals (e.g., no referrals, no more than one absence). Parents will be informed of the specific activity and the eligibility criteria during the first week of each month to promote transparency and encourage student success.</i>

Community Involvement

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

The school will actively seek sponsorships to support incentives for students who demonstrate progress or meet established goals.

We will share upcoming activities and initiatives with community partners to identify opportunities for collaboration and support.

Additionally, we will work to strengthen and expand community involvement to enhance student experiences and overall school success.

Instruction by Certified Teachers – Certified Teacher Recruitment

District Goal(s):	To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals.
School Objective(s):	To employ teachers who are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.

<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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
<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.</i>	<i>EBR District, Principal, ILT Members</i>	<i>June 2026 -May 2027</i>		<i>Highly Qualified Staff Personnel Transaction Form – Document Title I File Resumes from prospective hires</i>	
<i>Provide ongoing professional development to develop highly effective and proficient teachers.</i>	<i>Principal, AP Mentor Teacher, Instructional Coach, District Instructional Support, Content Leaders</i>	<i>June 2026 -May 2027</i>		<i>Sign In Sheets, Agendas, Reflections/Feedback Forms, and Surveys</i>	

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

<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>Evaluation</i>	<i>Funding Source (Federal, state, and local)</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 2026 -May 2027		Teachers will create a sign-in sheet and agenda for documentation. A copy of the alignment plan will be analyzed to facilitate planning.	
<i>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.</i>	<i>School Counselor, ICARE Specialist</i>	<i>Oct. 2026 - May 2027</i>		<i>Agendas/Program/Reflection Sheets from activities Guidance Counselor Curriculum</i>	

