



East Baton Rouge Parish School System
Schoolwide Plan
Brownfields Elementary School
PK-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

[illegible]

Brownfields Elementary – Schoolwide Plan 2026-2027

[illegible]

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

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

School's Vision

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

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
413	341	18		23	69		30	7	18
Percentage	89.3%	4.7%		6%	16%		7%	1%	4%

School Performance Score

2025-2026 Simulated SPS Score and Letter Grade	62.7 C
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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	0	89	90	11	10
	Objective 16 Demonstrates knowledge of the alphabet	0	5	33	0	67	95
	Objective 17 Demonstrates knowledge of print and its uses.	0	0	100	0	0	100
	Objective 18 Comprehends and responds to books and other texts	0	0	67	95	33	5
	Objective 19 Demonstrates writing skills		0	6	10	94	90
	Objective 20 Uses number concepts and operations	0	0	6	79	94	21

*contact Michelle Davis in Early Childhood Department and she will give us this information

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	29%	34%	11%	7%	35%	33%	24%	26%
	Grade 1	13%	27%	15%	21%	34%	25%	38%	27%
	Grade 2	33%	20%	7%	20%	30%	40%	29%	20%
	Grade 3	26%	31%	22%	13%	26%	24%	26%	32%
	Grade 4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
K						
1	0%		50%		50%	
2			100%			
3			100%			
4					100%	
5						

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
0		29%		>1%	

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	22+% Growth at K and 1st Grade on DIBELS	Cognitive/DIBELS
2.	40% Proficiency 5th Grade ELA	Cognitive/LEAP 2025
3.	40% Proficiency 5th Grade Social Studies	Cognitive/LEAP 2025

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

Contributing Factor: Effective implementation of HQIM	
Instrument(s): LEAP 2025 Data, DIBELS data	
Data Type: 1. Cognitive 2. Cognitive 3. Cognitive	Findings 1. From 1st 9 weeks to 3rd 9 weeks Interim data has improved 2. 70% of 5th grade students scored Strong in Writing on LEAP 2025 3. From 1st 9 weeks to 3rd 9 weeks DIBELS progress monitoring data has improved

Contributing Factor: Effective implementation of Guidebooks in grades 3-5	
Instrument(s):	
Data Type: 1. Behavioral 2. Cognitive	Findings 1. Classroom observations and questioning of students indicate consistent use of curriculum. 2. CFA and interim data indicate effective use of HQIM

Contributing Factor: Effective implementation of Eureka Math2 in grades 3-5.	
Instrument(s):	
Data Type: 1. Behavioral 2. Cognitive	Findings 1. Classroom observations and questioning of students indicate consistent focus on major content. 2. 38% of 3rd and 4th grade students scored Proficient on 2nd Interim.

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	86% of 3rd grade students were not proficient on Math LEAP 2025.	LEAP
2.	36% of 3rd and 4th grade students scored Proficient on LEAP Social Studies	LEAP
3.	22% of 3rd grade students scored Proficient on LEAP ELA test	LEAP

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

Contributing Factor: Minimal focus on mathematical practices.

Instrument(s): Teacher observations, LEAP 2025 Data

Data Type: 1. Behavioral 2. Behavioral 3. Cognitive	Findings 1. Classroom observations indicate implementation of Eureka2, but lack of focus on mathematical practices in 3rd and 4th grade. 2. Weekly lesson plans and long range plans indicate constraints on the pacing, lesson structure, and time for implementation of Eureka2 and mathematical practices. 3. 61% of third grade scored weak in mathematical reasoning and modeling on the LEAP 2025 Mathematics assessment.
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Contributing Factor: Limited understanding of how to use Gallopade as intended.

Instrument(s): Teacher observations, LEAP 2025 Data

Data Type: 1. Behavioral 2. Behavioral 3. Cognitive	Findings 1. Classroom observations indicate implementation of Gallopade, but lack focus on all parts of the lesson components. 2. Weekly lesson plans and long range plans indicate inaccurate use of student workbooks and lack of planning. 3. 50+% of students in grades 3 and 4 scored below proficiency on CFA assessments and interim assessments.
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Contributing Factor: Limited teacher knowledge of content contributes to inconsistent implementation of HQIM.

Instrument(s): Teacher observations, LEAP 2025 Data

Data Type: 1. Attitudinal 2. Cognitive 3. Cognitive	Findings 1. Gaps in foundational writing skills for 2nd grade students moving to 3rd grade. 2. Teachers report challenges in implementing small group instruction. Teachers indicate that they need additional professional development on differentiated instruction and intervention strategies to address diverse literacy needs. 3. Gaps in Foundational Literacy Skills: EOY DIBELS assessment data and classroom observations indicate that a significant number of students need support with word attack skills and reading fluency
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Schoolwide Goals

Overall Goal: By the end of the 2026-2027 school year, Brownfields Elementary’s SPS will increase from 31.2% to 36.2% 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	55.3%	60%	Math	49.5%	55%	Graduation Rate		
English	47.4%	55%	English	53.2%	60%	Read based on a nationally recognized exam		
Math growth for the lowest 25% of students	83.3%	85%	Science	32.1%	40%	Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students	55.6%	60%	Social Studies	18.8%	40%			
English Language Acquisition (ELL)								

CORE ACADEMICS - ELA	Tier 1 Resources: Amplify CKLA (K-2), Savvas MyView (3-5)				
<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? <table border="1"> <tr> <td data-bbox="100 576 373 1198">ELA Focus Area</td><td data-bbox="373 576 2026 1198"> Foundational Literacy Development (K-3) - Strengthening phonemic awareness and phonics through systematic instruction (Heggerty). - Improving decoding and fluency using Air Reading, MClass small groups, and Lexia Core5. - Emphasizing sight word recognition and high-frequency word mastery. Reading Comprehension & Text Analysis (Grades 3-5) - Implementing Louisiana Tier 1 Curriculum for deep reading and text-based discussions. - Encouraging close reading strategies to enhance inference-making and text analysis. Writing Development & Text-Dependent Analysis (Grades K-5) - Strengthening writing instruction with LEAP 2025 writing rubrics and guidebooks. - Increasing student engagement in text-based writing using explicit writing frameworks. - Providing structured opportunities for narrative, informative, and argumentative writing </td></tr> </table> <table border="1"> <tr> <td data-bbox="100 1198 373 1461">DIBELS Focus Area</td><td data-bbox="373 1198 2026 1461"> 1. Phonemic Awareness (K-1) - Strengthening students' ability to hear, identify, and manipulate sounds in spoken words. - Using Heggerty Phonemic Awareness routines to develop foundational literacy skills. - Targeting initial sounds, rhyming, blending, and segmenting through explicit instruction. </td></tr> </table>		ELA Focus Area	Foundational Literacy Development (K-3) - Strengthening phonemic awareness and phonics through systematic instruction (Heggerty). - Improving decoding and fluency using Air Reading, MClass small groups, and Lexia Core5. - Emphasizing sight word recognition and high-frequency word mastery. Reading Comprehension & Text Analysis (Grades 3-5) - Implementing Louisiana Tier 1 Curriculum for deep reading and text-based discussions. - Encouraging close reading strategies to enhance inference-making and text analysis. Writing Development & Text-Dependent Analysis (Grades K-5) - Strengthening writing instruction with LEAP 2025 writing rubrics and guidebooks. - Increasing student engagement in text-based writing using explicit writing frameworks. - Providing structured opportunities for narrative, informative, and argumentative writing	DIBELS Focus Area	1. Phonemic Awareness (K-1) - Strengthening students' ability to hear, identify, and manipulate sounds in spoken words. - Using Heggerty Phonemic Awareness routines to develop foundational literacy skills. - Targeting initial sounds, rhyming, blending, and segmenting through explicit instruction.
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	2. Phonics and Word Recognition (K-3) • Ensuring systematic and explicit instruction in letter-sound relationships. • Implementing Foundations and small-group instruction for decoding strategies. • Using nonsense word fluency (NWF) assessments to track early decoding skills. 3. Fluency and Automaticity (1-3) • Developing oral reading fluency through repeated reading and timed practice. • Using Amira Learning to provide fluency feedback. • Encouraging phrasing and expression in oral reading to improve comprehension. 4. Reading Comprehension (2-4) • Strengthening retell and oral reading fluency (ORF) to support comprehension skills. • Teaching strategies for summarizing, making inferences, and answering text-based questions. • Using ReadWorks and CommonLit passages for practice with multi-step comprehension tasks. 5. Vocabulary and Language Development (K-5) • Expanding oral language through structured classroom discussions. • Integrating morphology instruction (prefixes, suffixes, and root words). • Using context clues to determine word meaning in reading passages.
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from to on the Spring 2027 DIBELS EOY Assessment for the 2026-2027 school year.
ELA SMART Goal:	The ELA % Mastery and above will increase from XX to XX 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.	

Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.

To strengthen the academic program, teachers engage in long-range planning during Professional Learning Communities (PLCs) to ensure instruction is aligned to state standards and focuses on priority skills students must master. These collaborative planning sessions allow teachers to analyze student data, identify gaps in learning, and design lessons that address those needs through high-quality Tier 1 instruction. The school has also implemented a Writing Plan to improve student writing across grade levels. Teachers receive ongoing support through coaching cycles led by the Instructional Specialist and Literacy Mentor who provides modeling, side-by-side teaching, collaborative planning, and feedback to strengthen writing instruction in classrooms.

Brownfields Elementary has increased the amount and quality of instructional time through structured literacy practices embedded throughout the school day. Students participate in daily phonological awareness instruction using Heggerty, which builds foundational reading skills critical for early literacy development. In addition, teachers use Air Reading to increase student engagement and maximize participation during reading instruction, ensuring that all students are actively practicing and reinforcing reading skills rather than passively listening.

The school also provides an enriched and accelerated curriculum through research-based digital programs and structured interventions that extend learning beyond core instruction. Students receive targeted support through Lexia Core5, which personalizes literacy instruction based on individual student performance and provides additional practice on foundational and comprehension skills. Teachers also use MClass (DIBELS) data to form small instructional groups that focus on specific reading skill deficits, allowing for targeted instruction and immediate feedback.

To support underperforming subgroups and accelerate learning, Brownfields Elementary has implemented High Dosage Tutoring, providing students with additional focused instruction beyond the regular school day. This tutoring model ensures students receive consistent, small-group academic support aligned to grade-level standards and current classroom instruction. Data from assessments such as MClass and classroom formative assessments guide the identification of students in need of intervention and help teachers monitor progress over time.

Through intentional planning, targeted interventions, and ongoing instructional coaching, Brownfields Elementary is committed to providing all students with high-quality instruction and the support necessary to achieve academic success. These coordinated strategies ensure that learning time is maximized, instruction remains rigorous and aligned to standards, and students who need additional support receive the targeted interventions required to close achievement gaps and improve overall student outcomes.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source</i>
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<i>achieving this overarching improvement goal?</i>					<i>(Federal, state, and local)</i>
Conduct PLCs & Teacher Training on Data-Driven Instruction (LEAP, DIBELS, classroom assessments) Professional Development (Substitutes)	Instructional Leadership Team (ILT)	Weekly	PLC Agendas, Teacher Reflections, Assessment Adjustments	Evidence of data use in lesson plans and differentiated instruction	Instructional Specialist Salary and Benefits \$76,241.92
*Summer School *After-school tutoring	Admin	*Summer 2026 *Spring 2027	Pre and post assessments will measure student progress in literacy & Math Weekly progress checks will be conducted through formative assessments and teacher observations. Student attendance and engagement will be tracked to ensure program effectiveness.	Improvement in assessment scores from pre-to post-program. Teacher reflections and reports on student engagement and instructional strategies. Student work samples demonstrating skill development.	Title 1 \$19,267.50 Remediation Retired Teachers Summer FT/PT \$10,587.50 Teacher Planning (\$3,600.00) Summer Bus (\$1,637.68) Title I Copier Rental (\$2,940.37) Title I Materials and Supplies (\$928.14) Accountability (1,250.00)

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Interventions using retired teachers????? OR instructional para					
Enhance Small-Group Differentiated Instruction with targeted in class literacy small group interventions (K-5), Heggerty, Amira, Lexia Core	Classroom Teachers, Interventionists	Weekly	Walkthroughs, Lesson Plans, Data Meetings	Increase in student engagement & response to interventions	Instructional Specialist Salary and Benefits \$76,241.92
Identify students who have need additional support/interventions using Dyslexia Screener and KBit screener	school counselor, instructional specialist	Ongoing	test data		
*Improve teachers', students', and parents' understanding of grade level expectations *Remain up-to-date on instructional best practices to improve student success *Admin and Teachers attend Louisiana Teacher Leader Summit	Admin, Teachers	Ongoing		*teachers are in frequent communication w/ parents expectations and student progress *parent meetings	Instructional Specialist Salary and Benefits \$76,241.92
Participation in the National Institute for Excellence in Teaching (NIET) Conference to enhance instructional leadership, teacher efficacy, and student achievement through research-based strategies.	Admin	Spring 2026	Admin will conduct post-conference debrief sessions with ED and/or cohort members to implement best practices learned. Data meetings will track the impact of instructional changes based	Develop a professional learning plan based on conference takeaways. Teachers will incorporate learned strategies in PLCs and instructional planning. Student	Title 1 Planning (\$3,600.00)

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			on conference insights. Teacher observations will assess the application of new strategies.	progress in literacy and numeracy will be monitored through assessment data. Reflection reports from ILT members detailing actionable insights.	
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CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka2		
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	• Strengthen pattern recognition, equations, and functions using inquiry-based learning. • Emphasize multi-step word problems and higher-order thinking tasks. • Provide scaffolded instruction in proportional reasoning, expressions, and equations. Mastery of Grade-Level Standards & LEAP 2025 • Align instruction with LEAP 2025 assessment and pacing guides. • Use benchmark and CFA data for progress monitoring and benchmark assessments. • Offer test-taking strategies and structured practice to ensure student readiness. Professional Learning & Teacher Support • Provide ongoing PD on inquiry-based instruction, problem-solving techniques, and differentiation. • Develop PLC meetings focused on analyzing math data and best instructional practices. • Ensure consistency across grade levels through collaborative planning and instructional alignment.
Math SMART Goal:	The Mathematics % Mastery and above will increase from XX to XX 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>	
To ensure strong Tier 1 instruction, teachers participate in long-range planning during Professional Learning Communities (PLCs). During these collaborative sessions, teachers analyze student performance data, identify priority standards, and plan rigorous lessons aligned to Louisiana state standards. This collaborative planning ensures instructional consistency across classrooms and allows teachers to proactively address potential learning gaps before they widen.	

To increase both the amount and quality of learning time, teachers incorporate a dedicated 20-minute standards-focused small group instruction block into daily instruction. During this time, teachers provide targeted support and enrichment based on student needs. Small groups allow educators to reteach critical standards, address misconceptions, and extend learning for students who are ready for more advanced work.

Technology-based learning platforms are also used to strengthen the academic program and accelerate student growth. Zearn is implemented with fidelity as a core component of mathematics instruction, providing students with structured, standards-aligned lessons that reinforce grade-level content and build conceptual understanding. Additionally, ALEKS Math is used to provide personalized, targeted support for students who need additional practice with specific skills. These platforms allow students to work at their instructional level while still engaging with grade-level expectations.

To further extend learning time beyond the school day, Brownfields Elementary provides both LEAP tutoring and High Dosage Tutoring opportunities for students who require additional academic support. These tutoring programs focus on strengthening foundational skills, reinforcing grade-level standards, and preparing students for the rigor of the LEAP assessment. Students in underperforming subgroups receive priority access to these supports to help close achievement gaps and improve overall student outcomes.

Instructional coaching is another key component of the school's strategy to strengthen teaching and learning. The Instructional Specialist works closely with teachers through structured coaching cycles that include side-by-side teaching, instructional modeling, and collaborative lesson planning. This ongoing support helps teachers refine their instructional practices, implement high-quality instructional materials effectively, and ensure that lessons are aligned to standards and student needs.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Implement the RDW strategy with emphasis on writing in classroom instruction	Admin, Instructional Specialist, Teachers			lesson plans, student work samples	
Summer School	Principal and Asst. Principal	Summer 2027	Pre- and post-assessments will measure student	Improvement in assessment scores from pre- to post-program.	Summer Teachers \$10,587.50

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After School Tutoring		Spring 2027 (6 weeks)	progress in numeracy Weekly progress checks will be conducted through formative assessments and teacher observations. Student attendance and engagement will be tracked to ensure program effectiveness.	Teacher reflections and reports on student engagement and instructional strategies. Student work samples demonstrating skill development.	Teacher Planning (\$3,600.00) Summer Bus (\$1,637.68) Title I Copier Rental (\$2,940.37) Title I Materials and Supplies (\$928.14) Teachers \$3400
Students will complete Math Performance tasks with the teacher at least once per week.				lesson plans, student work samples, walkthrough data	Title I Copier Rental (\$2,940.37)
Enhance Small-Group Differentiated Math Instruction (K-5) for targeted interventions (Zearn iREADY) Paraprofessional Interventionist Support	ILT, Teachers	Ongoing	Assessment Data Reviews, Student Growth Tracking	Evidence of data-driven instruction in lesson plans	
Conduct PLCs & Teacher Training on Data-Driven Instruction (LEAP, Eureka2, Math Small Groups, classroom assessments) Professional Development (Substitutes)	ILT, Classroom Teachers	Ongoing	Student Work Samples, Classroom Observations	More students explaining reasoning in math journals and assessments	

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Provide High-Dosage Tutoring & RTI Supports for struggling students (K-5) Paraprofessional Interventionist Support	ILT, Classroom Teachers	Ongoing	Progress Monitoring Reports, Formative Assessments	Improved math proficiency among targeted students	\$19,267.50 Remediation Retired Teachers
Implement HQIM Math Curriculum: The school will utilize high-quality, standards-aligned instructional materials, including Eureka Math2 for mathematics. These curricula are selected for their strong alignment with state standards and proven effectiveness in supporting differentiated learning. Each resource provides a comprehensive range of materials catering to diverse learning needs, ensuring rigorous instruction is accessible to all students.	Admin, Instructional Specialist, Teachers			lesson plans, walkthrough data	

CORE ACADEMICS - Science	Tier 1 Resources: Amplify Science
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Science Focus Area	Strengthen science instruction through inquiry-based learning, hands-on STEM experiences, targeted professional development, data-driven assessment practices, and cross-curricular integration to ensure students develop critical thinking, problem-solving skills, and scientific literacy for future academic and career success.
Science SMART Goal:	The Science % Mastery and above will increase from 23% to 40% 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>	
For the 2026–2027 school year, Brownfields Elementary will prioritize strengthening science instruction and student achievement through intentional, hands-on, and standards-aligned practices. Teachers will explicitly instruct students on how to use the Claim, Evidence, and Reasoning (CER) framework to effectively respond to constructed-response questions, ensuring students can clearly articulate their scientific thinking and justify their answers using evidence. To support high-quality instruction aligned to Louisiana Department of Education science standards, the STEAM teacher will be strategically utilized to collaborate with classroom teachers, model effective instructional practices, and enhance the integration of science across grade levels. In addition, the school will increase opportunities for hands-on learning by providing targeted professional learning for teachers focused on	

inquiry-based instruction, student engagement, and real-world application of scientific concepts.

Beyond the classroom, Brownfields Elementary will expand Science Club opportunities by increasing access to science-related field trips and strengthening partnerships with community organizations to provide demonstrations and interactive learning experiences for students. The school will also continue its commitment to experiential learning through the implementation of the 5th grade week-long STARBASE StarLab field experience, which provides students with immersive, high-quality STEM learning aligned to state standards.

Through these combined efforts, Brownfields Elementary aims to build student curiosity, deepen scientific understanding, and improve overall science achievement 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 (Federal, state, and local)</i>
During teacher collaboration meetings, teachers will meet with their grade-level/content team and instructional coaches to provide job-embedded learning that allows teachers to collaborate with peers. During teacher collaboration meetings, teachers will also compare student work samples, analyze data, create common formative assessments (CFAs), and annotate lesson plans.	Admin, instructional specialist, teachers	Ongoing	Student Work Samples, assessment data	lesson plans	
Writing instruction will be embedded into science instruction to ensure students can complete constructed response items using Claim, Reasoning, Evidence (CRE) strategy. Writing will be graded using the LEAP rubric.	Admin, teachers	Ongoing	Walkthroughs, Lesson Plan Reviews	lesson plans, student work samples	
Project-based learning will be integrated into the	Admin, teachers	Ongoing	Walkthroughs,		3D Printer

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curriculum, allowing students to explore complex, real-world problems through hands-on projects during Science instruction and STEAM elective period. These projects connect academic content to real-life situations, making learning more relevant and engaging. (3D Printer, Source Light, Printer, other inquiry based equipment)			Lesson Plan Reviews		supplies \$1500
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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	The instructional focus is to enhance students' analytical skills in history, civics, economics, and geography by strengthening their ability to interpret primary and secondary sources in order to apply this knowledge to questions and task sets in order to improve writing proficiency. Additionally, cross-curricular literacy integration will support comprehension of complex texts and critical thinking in historical contexts.
Social Studies SMART Goal:	The Social Studies % Mastery and above will increase from 21% to 40% 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>	
For the upcoming school year, Brownfields Elementary will strengthen social studies and literacy instruction by ensuring students are consistently exposed to LEAP-aligned rubrics, item sets, and source-based tasks throughout the year rather than only during testing season. Teachers will continue to provide students with regular opportunities to engage with primary and secondary sources, analyze text evidence, and respond to constructed response questions using the Claim, Evidence, and Reasoning (CER) framework. Instruction will also focus on helping students understand the differences between ELA writing expectations and Social Studies constructed responses so they can appropriately tailor their responses based on the content area and task.	

To support high-quality instruction, the school will continue to provide professional development focused on the effective use of high-quality instructional materials (HQIM). Teachers will participate in weekly 45-minute professional development sessions facilitated by the Social Studies department. These sessions will build teacher capacity in lesson internalization, source analysis, questioning strategies, and the use of LEAP-aligned tasks to improve student performance. Through ongoing professional learning and consistent implementation of strong instructional practices, Brownfields Elementary will work to ensure students are better prepared to think critically, write effectively, and demonstrate mastery on classroom and state assessments.

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

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effectively.(Field Trips)					
Teachers will participate in Engage Beyond the Page (weekly Social Studies PD).	Teachers	ongoing	PLC Meetings	Improved student responses in argument writing and text-based questions Increased student comprehension and writing performance in historical contexts	

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

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>
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.	Attendance Clerk, Admin	monthly	JCampus attendance reports		
The school will provide additional academic support opportunities for identified student subgroups through tutoring, intervention blocks, or extended learning opportunities during or after school.	Teachers, Admin, Instructional Specialists	ongoing	Classwork, CFAs, benchmarks		
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.	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.	ongoing	Classwork, CFAs, benchmarks		

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>
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.	Teachers, Admin, Instructional Specialists	ongoing	Walkthrough data, lesson plans, exit tickets, CFA data, benchmark data		
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.	Teachers, Admin, Instructional Specialists	ongoing	Walkthrough data, lesson plans, exit tickets, CFA data, benchmark data		

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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.	Teachers, Admin, Instructional Specialists	ongoing	Walkthrough data, lesson plans, exit tickets, CFA data, benchmark data		
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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.

At Brownfields Elementary, we recognize that student well-being is foundational to academic success, and our schoolwide improvement efforts are intentionally designed to address students' social, emotional, and behavioral needs in alignment with our comprehensive needs assessment and Louisiana Education Priorities. Our data revealed a need for more structured social-emotional supports, increased consistency in behavior expectations, and stronger relationship-building across the school community. In response, we have implemented a multi-tiered system of support that integrates counseling services, schoolwide behavior systems, and relationship-centered practices.

A key component of our approach is our collaboration with the school counselor to provide targeted and responsive mental health support. The counselor works closely with students individually and in small groups to address concerns such as anxiety, peer conflict, emotional regulation, and coping skills. In addition, the counselor supports teachers by providing strategies for managing student behaviors and facilitating classroom guidance lessons that focus on social-emotional learning competencies such as self-awareness, responsible decision-making, and relationship skills. When needed, we connect families with outside mental health resources to ensure students receive comprehensive support beyond the school setting.

To further strengthen our school culture and proactively address student well-being, we are implementing *Capturing Kids' Hearts* as a schoolwide initiative. This program focuses on building strong, positive relationships between students and staff while creating a safe and supportive learning environment. Through daily practices such as greetings at the door, relationship-building activities, and consistent use of social contracts, we are fostering a sense of belonging and connectedness among students. These practices directly support our goal of improving student engagement, reducing behavioral incidents, and creating classrooms where students feel valued and respected.

In addition, our Positive Behavioral Interventions and Supports (PBIS) framework remains a cornerstone of our schoolwide strategy. We have established clear behavior expectations and reinforce positive behavior through our "Bear Bucks" incentive system, monthly PBIS celebrations, and our BEAR Store. We have refined our PBIS approach to ensure consistency and accountability, including updated criteria for celebrations and increased monitoring of behavior data to identify trends and provide timely interventions. These efforts are particularly important given our

identified need to reduce discipline referrals and improve overall school climate.

We also provide specialized instructional support and mentoring opportunities to address both academic and emotional needs. Programs such as Bear Buddies allow older students to mentor younger peers, promoting leadership, responsibility, and positive peer relationships. Additionally, our staff provides targeted support through small group instruction and intervention blocks, ensuring that students who may be struggling academically or behaviorally receive the support they need in a structured and supportive environment.

To ensure alignment with Louisiana Education Priorities, we are committed to creating safe, inclusive, and supportive learning environments that prioritize the whole child. Our strategies are designed to reduce barriers to learning, increase student engagement, and promote positive social and emotional development. Through ongoing data analysis, collaboration among staff, and consistent implementation of these initiatives, we are working to ensure that all students at Brownfields Elementary feel supported, connected, and prepared for success both academically and personally.

<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>
Integrate Capturing Kids' Hearts into all classrooms PK-5 in order to build strong student-teacher relationships and to explicitly teach social-emotional competencies	Teachers, Admin	ongoing	weekly/monthly /semester behavior reports Weekly conduct charts		
Implement PBIS schoolwide to reinforce positive behavior through PBIS incentives (Bear Bucks, PBIS celebrations)	All faculty and staff	ongoing			
Utilize School Counselor to provide targeted Tier II and Tier III interventions through small groups and individualized counseling support.	School Counselor	ongoing	Behavior tracking		

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	By May 2027, teachers will implement explicit SEL lessons using research-based curricula (such as Manners of the Heart or Second Step) to improve student self-awareness, self-management, and relationship skills.	S	By May 2027, the school will implement strategies to create a more inclusive and emotionally supportive school climate, focusing on student-staff relationships, classroom engagement, and peer interactions.
M	Teachers will deliver two SEL lessons per week, and student progress will be monitored through SEL check-ins, student reflections, and behavior data.	M	Student perceptions of school climate will be measured through quarterly SEL surveys, teacher observations, and student focus groups.
A	Teachers will receive SEL training and coaching support to ensure consistency and quality in lesson implementation.	A	All teachers will participate in professional development on trauma-informed teaching, restorative practices, and positive behavior interventions (PBIS).
R	This goal aligns with the district's MTSS framework and CASEL's best practices for SEL.	R	This goal supports the MTSS framework and ensures that all students have a safe and supportive learning environment.
T	The goal will be achieved by the end of the 2026-2027 school year, with progress checks at each quarter.	T	The goal will be achieved by May 2027, with quarterly climate assessments and PBIS implementation reviews.
I	Implementation will focus on equity and inclusion, ensuring SEL lessons are culturally responsive and adapted to diverse student needs.	I	Culturally responsive teaching strategies will be embedded to ensure equitable practices for all students, particularly those from historically marginalized communities.

E	The school will engage families and community partners by sharing SEL lessons and strategies through parent newsletters and workshops.	E	Families and community members will be engaged through workshops, student-led climate initiatives, and schoolwide SEL events.
Goal Statement: By May 2027, all teachers will implement explicit SEL instruction through structured lessons twice per week to enhance students' self-awareness, emotional regulation, and relationship-building skills. Progress will be monitored through SEL check-ins, student reflections, and behavior data, ensuring all students receive equitable social-emotional support.		Goal Statement: By May 2027, the school will enhance school and classroom climates by implementing trauma-informed practices, restorative approaches, and PBIS strategies to create a safe, inclusive, and engaging learning environment. Student progress will be assessed through quarterly SEL surveys, observations, and student reflections, ensuring continuous improvement in school culture.	

Academic & Behavioral Tiered Supports Defined

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

Academic Systems	Behavior/Social Emotional Systems
Tier I	
- High-quality, standards-aligned instruction in all content areas. - Differentiated instruction based on students' strengths and needs. - Use of Tier 1 curricula (e.g., Eureka Math2, Amplify Science, Gallopade Social Studies, and structured literacy programs). - Universal screening and progress monitoring (DIBELS, LEAP 360, formative classroom assessments). - Cross-curricular literacy and writing integration. - Use of SEL curricula to support classroom engagement and self-regulation. - Implementation of Capturing Kids' Hearts curriculum - Daily small-group instruction in reading and math to reinforce skills. - Embedded literacy strategies in all content areas to build comprehension and critical thinking. - School-wide focus on academic discourse through Socratic	- Implementation of PBIS (Positive Behavior Interventions & Supports) to establish clear expectations. - Explicit SEL instruction using Second Step or other SEL curricula. - Daily morning meetings or SEL check-ins to build relationships and reinforce schoolwide expectations. - School-wide behavior expectations displayed and reinforced. - Restorative Practices to address minor conflicts before they escalate. - Incentive-based behavior programs (e.g., positive office referrals, student leadership roles). - Monthly SEL themes and classroom discussions tied to character education. - Increased teacher-student relationship-building activities to improve classroom climate.

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

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

- Use a schoolwide tracking system (Excel, Google Sheets, or JCampus) to record interventions and student progress.
- Conduct weekly or bi-weekly team meetings to review student data.
- Classroom teachers submit intervention logs for small groups or individual students.
- Admin or MTSS team conducts monthly audits to ensure fidelity of implementation.

Scheduling Mandatory: What is the designated time for Explicit SEL Instruction? Monday and Tuesday, weekly, 8:30-8:45am

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

- Designate 30–45 minutes per week for explicit SEL instruction, ideally on the same day/time schoolwide.
- Embed SEL in morning routines or advisory periods if possible.

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

- Schedule intervention blocks for Tier II/Tier III students during the week.
- Use after-school programs, lunch tutoring, or online modules for enrichment or remediation.
- Integrate choice-based activities during independent work periods so students can focus on their skill gaps.
- Adjust schedules each grading period based on progress monitoring data.
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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	Be Respectful.	Be Responsible	Be Safe.
Hallway	-Listen and follow directions the first time. -Raise your hand to speak. -Use kind words and actions.	-Think before you act.	-Keep hands, feet and objects to yourself.

Cafeteria	-Walk silently and follow directions.	Stay on the line and always walk to the right.	-Keep hands, feet and objects to yourself.
Restroom	Keep your area clean of food and paper.	Get all items from the line before eating.	Wash and dry hands before eating.
Bus	Respect property and equipment.	-Throw trash in the trash can. -Keep walls, ceilings and doors clean.	Wash hands before leaving.
Arrival/ Dismissal	-Follow instructions of the bus driver. -Talk in a quiet voice.	Load the bus one at a time.	-Keep hands, feet and objects to yourself

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

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

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

Day 1: Schoolwide Expectations Assembly (Whole School)

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

Days 2-5: Classroom Behavior Lessons

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

Behavior Walkthroughs & Modeling (Whole School)

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

Check for Understanding

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

Ongoing Reinforcement Throughout the Semester

Weekly PBIS Focus Area

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

Daily Check-Ins & Reminders

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

Mid-Semester Re-Teaching (Quarterly Behavior Reset)

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

Behavior Tracking & Parent Communication

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

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

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.

<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>
Host Family Literacy & Math Nights to provide parents with strategies to support reading and math at home	Teachers, Admin	Fall and Spring	Parent Meeting Attendance, Student Growth Data	Increased family participation and student growth in literacy and numeracy	Title I PFE \$300 Materials and supplies \$2000
Implement Parent Workshops on Understanding LEAP 2025, DIBELS & Data Analysis to help families support student progress	Teachers, Admin	Fall and Spring	Parent Meeting Attendance, Student Growth Data	Increased family participation and student growth in literacy and numeracy	Title I PFE \$300
Organize a STEM night with hands-on science, technology, engineering, and math experiments for students and families to explore together.	Teachers, Admin	Fall	Parent and student attendance, student growth data	Increased family participation and student growth in Science, Math, and ELA	Title I PFE \$300

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	The Multi-Tiered System of Supports (MTSS) is a comprehensive framework designed to provide targeted academic, social-emotional, and behavioral interventions to meet the diverse needs of all students. The plan includes evidence-based instructional strategies, progress monitoring, and collaborative support to ensure student success.
Academic Programs & Interventions	Tier 1: Core Instruction for All Students High-quality, standards-aligned instruction in ELA, Math, Science, and Social Studies. Differentiated instruction using Eureka Math2, Gallopade, Amplify Science, and structured literacy programs. Universal screening & progress monitoring with DIBELS, LEAP 360, formative classroom assessments. Embedded literacy and writing strategies across all subjects. SEL integration into academic instruction to support student engagement. Tier 2: Targeted Academic Interventions Small-group intervention for students scoring below proficiency on benchmark assessments. Use of intervention programs such as Lexia Core and Zearn. Guided reading, structured writing supports, and math problem-solving strategies. High-Dosage Tutoring (HDT) and pull-out intervention groups. Bi-weekly data team meetings to adjust interventions based on progress monitoring. Tier 3: Intensive Academic Supports One-on-one instruction with interventionists or specialists (SPED, EL, dyslexia support). Personalized learning plans and modified assignments. More frequent progress monitoring (every 2-3 weeks) to track student growth. Collaboration with Special Education, 504 teams, and support services.
SEL & Behavior Interventions	Tier 1: Schoolwide SEL & Behavior Supports (All Students) Explicit SEL Instruction

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

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

Partner with Local Businesses & Organizations for Student Support

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

Engage with Universities & Educational Institutions

Establish teacher mentorship and tutoring programs with local colleges/universities to support students needing Tier 2 & Tier 3 interventions.

Collaborate with education departments to provide intern teachers or intervention specialists to assist in small-group learning.

Strengthen Family & Parent Engagement

Involve Law Enforcement & First Responders in Positive Engagement

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

Instruction by Certified Teachers – Certified Teacher Recruitment

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

<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>
Targeted Recruitment of Certified Teachers	Principal, HR Department	Ongoing	Teacher Certification Reports	Increased percentage of certified hires	
Provide Certification Pathway Support for Non-Certified Teachers	Principal, Mentor Teachers	Monthly Check-Ins	Individual Progress Plans	All non-certified teachers enrolled in certification programs	

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Retain Highly Effective Certified Teachers Through Incentives & PD	Principal, Mentor Teachers	Monthly Check-Ins	Teacher Retention Data, PD Participation	Increased retention of certified and highly effective teachers	
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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>
Host 5th grade transition parent and student nights	Admin, Counselors, 5th Grade Teachers	Spring Semester	Parent & Student Attendance Logs	Increased parent involvement & student readiness	\$200