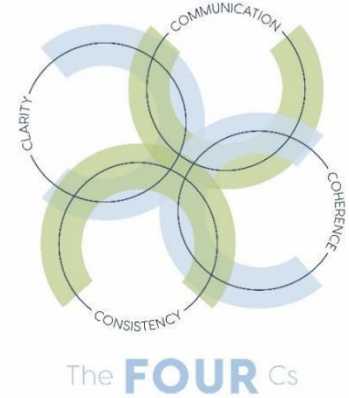




East Baton Rouge Parish School System Schoolwide Plan Cedarcrest-Southmoor Elementary School

Pre-Kindergarten - 5th Grade

10187 Twin Cedars Street

Ms. Sharon C. Thomas

225-293-9950

SThomas5@ebrschools.org

<https://cedarcrest-southmoor.weebly.com/>

2025 - 2026

Table of Contents

Table of Contents	2
District Assurance	3
Faculty and Staff Review	4
Louisiana’s Goals and Priorities	5
Mission & Vision Statements	6
Instructional Leadership Team	7
Data Types	8
Comprehensive Needs Assessment	9
Schoolwide Goals	15
CORE ACADEMICS - ELA	16
CORE ACADEMICS - Mathematics	18
CORE ACADEMICS - Science	20
CORE ACADEMICS - Social Studies	22
Non-CORE Academics	24
PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics	25
MULTI-TIERED SYSTEM OF SUPPORT	26
PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics	29
Instruction by Certified Teachers – Certified Teacher Recruitment	30
Transition to Next-Level School Programs	31
Academic Intervention	32

District Assurance

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

(Component 1): Comprehensive Needs Assessment

(Component 2): Evidence-Based Strategies

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

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

(Component 5): Early Childhood Transition

(Component 6): Teachers Participate in Decision

(Component 7): Timely Assistance and Interventions

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

(Component 9): Teacher Recruitment and Retention

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

Principal <i>Sharon C. Thomas</i>	Date August 2025
Executive Director: <i>Demetric Alexander</i>	Date August 2025

[illegible]

Louisiana's Goals and Priorities

Educational Priorities

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

Six Critical Goals

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

Louisiana Believes:

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

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

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

School's Mission

Cedarcrest-Southmoor Elementary School strives to inspire a lifelong love of learning, promote academic excellence, and cultivate the values of respect, responsibility, and empathy. We strive to empower each student to reach their full potential and become confident, caring, and contributing members of our global community.

School's Vision

At Cedarcrest-Southmoor Elementary, our vision is to create a dynamic and inclusive learning environment that celebrates diversity and fosters innovation. We aim to cultivate resilient, responsible, and reflective learners who are prepared to meet the challenges of tomorrow with confidence and creativity.

Instructional Leadership Team

What are Instructional Leadership Teams (ILTs)? ILTs are led by the school principal and supported by system-level leadership in design and function. They play an important role on campuses in supporting student and educator success.

An established Instructional Leadership Team meets weekly around

- Improving classroom instruction through analysis of student and teacher data,
- Incorporating best practices for high-impact leader actions, and
- Providing teachers with regular, high-quality feedback and support through an observation/feedback cycle.

The school's ILT comprises school administrators and designated personnel who have roles and responsibilities as ILT members. Each school should appoint a team member based on the context of that school. Teacher leaders, department heads, literacy mentors, math mentors, interventionists, master teachers, mentor teachers, and content leaders are all examples of personnel who may be included in an Instructional Leadership Team's composition.

Cedarcrest-Southmoor Long-Range Plan

ILT Members			
ILT Meeting Date and Time: Friday, 1:30 - 2:30			
Sharon C. Thomas	Jamie Devall	Lily Lopez	
Crystal Ezeff	Ericka Adams	Mary Dunn Young	
Lawanyda Payne	Courtni Patterson	Tiffany Knighten	

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 - iReady - Reading - iReady - Math - Amira - Lexia Core 5 - DIBELS - Benchmark Assessments - STAR - 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

Comprehensive Needs Assessment

SY 2025-2026 Schoolwide Planning

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

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
	344	44	15	246	66	23	23	212	
Percentage	52.9%	6.8%	2.3%	37.8	9%				

School Performance Score				
2018-2019 SPS 69.7 Letter Grade: C	2021-2022 SPS 59.2 Letter Grade: D	2022-2023 SPS 61.5 Letter Grade - C	2023-2024 SPS Letter Grade: C	2024-2025 SPS Letter Grade:
Assessment Index Score				
2018-2019 SPS 62.1 Letter Grade: D	2021-2022 SPS Letter Grade	2022-2023 SPS: 43.2 Letter Grade: F	2023-2024 SPS Letter Grade	2024-2025 SPS Letter Grade
Progress Index Score				
2018-2019 SPS: 95.6 Letter Grade: A	2021-2022 SPS: 43.6 Letter Grade: 95.2	2022-2023 SPS: 99 Letter Grade: A	2023-2024 SPS Letter Grade	2024-2025 SPS Letter Grade

Cedarcrest-Southmoor Elementary – Schoolwide Plan 2025-2026

K-3 Literacy EOY Data (in %) (delete if not needed)					
DIBELS	Grade Level	BL	N	Y	Y/P
		2024-2025	2024-2025	2024-2025	2024-2025
	1st	5	15	15	5
	2nd	4	17	7	3
	3rd	4	13	4	12
	4th	3	7	3	12
	5	6	15	3	3
	KG	38			

Cedarcrest-Southmoor Elementary – Schoolwide Plan 2025-2026

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
5	5	74	86	3	5

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	Targeted Small Group Interventions and Differentiated Instruction	LEAP 2025
2.	Teacher Effectiveness and Instructional Practices	Surveys and data
3.	Student Support Programs	Surveys and data

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: targeted small-group interventions and differentiated	
Instrument(s): LEAP 2025	
Data Type: 1. Cognitive 2. Behavioral 3. Cognitive	Findings 1. The 2023 - 2024 Progress Index was 99 , indicating that students made significant academic progress compared to peers statewide. 2. Implementation of targeted small-group interventions and differentiated instruction has supported struggling students. 3. State and district policies supporting Response to Intervention (RTI) and tiered academic support systems have contributed to this sustained progress.

Contributing Factor: Teacher Effectiveness and Instructional Practices	
Instrument(s): DIBELS and LEAP 2025	
Data Type: 1. Attitudinal Data 2. Behavioral Data 3. Archival/Contextual Data	Findings 1. Teacher and student feedback indicate high engagement in lessons, particularly in literacy and math. 2. Low disciplinary referrals suggest a structured and positive learning environment that enables academic focus. 3. Professional development programs aligned with Louisiana's K -2 literacy and math initiatives have enhanced instructional delivery.

Contributing Factor: Consistent Performance in Core Subjects Despite Challenges	
Instrument(s): CFA, End of Module Lesson, and DIBELS	

Cedarcrest-Southmoor Elementary – Schoolwide Plan 2025-2026

Data Type: 1. Cognitive Data 2. Attitudinal Data 3. Behavioral Data	Findings 1. Assessment Index of 69.5 (2024 - 2025) suggests foundational academic proficiency, though with room for growth. 2. Parent and student surveys reflect positive perceptions of school culture and academic support. 3. Increased participation in after-school tutoring
---	--

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 Assessment Index Score	LEAP 2025
2.	Achievement Gaps in Subgroups (SPED & Economically Disadvantaged Students)	LEAP 2025
3.	Decline in Mastery and Above Performance Levels	LEAP 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: Low Assessment Index	
Instrument(s): LEAP 2025	
Data Type: 1. Cognitive Data 2. Attitudinal Data 3. Behavioral Data	Findings 1. Standardized test scores show fewer students achieving Mastery or Above , particularly in Math and ELA. 2. Student and teacher surveys indicate that test anxiety and lack of confidence impact performance on assessments. 3. Inconsistent student attendance and lack of engagement in test-prep initiatives may contribute to lower scores.

Contributing Factor: Achievement Gaps in Subgroups	
Instrument(s): LEAP 2025	
Data Type: 1. Cognitive Data 2. Attitudinal Data 3. Behavioral Data	Findings 1. Standardized test scores show fewer students achieving Mastery or Above , particularly in Math and ELA. 2. Student and teacher surveys indicate that test anxiety and lack of confidence impact performance on assessments. 3. Curriculum alignment and instructional rigor need improvement

Contributing Factor: Decline in Mastery and Above Performance Levels
--

Instrument(s): LEAP 2025	
Data Type: 1. Cognitive Data 2. Attitudinal Data 3. Behavioral Data	Findings 1. Fewer students are demonstrating deep conceptual understanding and critical thinking skills . 2. Teacher surveys suggest that students rely on procedural learning rather than conceptual mastery . 3. Lack of advanced coursework and enrichment opportunities limits access to rigorous learning experiences.

Schoolwide Goals

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %
Math	55.2%	57%	Math	23.6%	25%
English	48.5	50%	English	26.3	28%
Math growth for the lowest 25% of students	58.5	60%	Science	16.1	18%
English growth for the lowest 25% of students	55.3	57%	Social Studies	13.9	15%
English Language Acquisition (ELL)	44.9	46%			

Overall Goal: By the end of the 2025-2026 school year, Cedarcrest-Southmoor Elementary SPS will increase from 69.2 to 73.4 as measured by Louisiana’s Accountability System.

CORE ACADEMICS - ELA	Tier 1 Structured Literacy Approach with Explicit Phonics Instruction				
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development		
School Literacy Plan (Elementary and K-8 Schools)					
ACTION STEPS Actions Steps & Progress Indicators					
What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	Person(s) Responsible	Timeline	Progress Monitoring	Documentation (Success Criteria)	Funding Source
Daily Phonics Routines (K-3)	Literacy Coach	Aug - May	DIBELS	Amplify Portal	
Small-Group Guided Reading (K-5)	Classroom Teacher	Aug. May		Amplify Portal	
Text Annotation (2-5)	Classroom Teacher	Aug - May			

CORE ACADEMICS - Mathematics	Tier 1 Resources: iReady (Books and Online Platform) ZEARN		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?			
Math Focus Area	Foundational Skills & Number Sense Problem-Solving & Critical Thinking		
Math SMART Goal:	The Math Assessment Index will increase from 53.9 to 55 on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.		
<u>AFFIRMATION</u> - Where have gains been made? What strategies were used? - Who were the key individuals in achieving these gains? - How will you leverage those individuals and strategies for continuous improvement this school year?			
Areas of Progress: Use i-Ready Math or Zearn for individualized support. Provide targeted math intervention for struggling students using data-driven instruction. Integrate real-world scenarios (budgeting, measurement, STEM challenges) to deepen mathematical thinking.			
<u>ANALYSIS</u> - What is the priority? - What student learning problem needs to be addressed to attain the goal? - What is the root cause of this student learning problem? What data supports this hypothesis? - What is the student impact if you attain this goal? - What professional learning is needed for administrators, teacher leaders, and teachers?			
School's Priority: The priority is to increase the percentage of students achieving proficiency and demonstrating growth in Math by improving			

conceptual understanding, problem-solving skills, and reading comprehension across all grade levels.

Student Learning Problem: Students struggle with multi-step problem-solving, number sense, and mathematical reasoning, leading to lower proficiency in standardized assessments.

Root Cause & Supporting Data: Gaps in foundational skills and conceptual understanding (students rely on rote memorization instead of reasoning).

Lack of engagement with real-world problem-solving (students struggle to apply math in different contexts).

Data Support:

- Math proficiency rate at 51%, below the state average (59%).
- Lower scores in multi-step word problems and algebraic reasoning on benchmark assessments.

Student Impact: Students will develop stronger conceptual math skills, deeper problem-solving abilities, and improved fluency, leading to higher Assessment Index scores.

Educator Professional Learning Needs: Deep dive into evidence-based literacy and math strategies to support peers.

Leading PLCs focused on using student data to inform instruction.

Training on the Concrete-Representational-Abstract (CRA) model to improve conceptual understanding.

Best practices in multi-step problem-solving instruction.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>

Cedarcrest-Southmoor Elementary – Schoolwide Plan 2025-2026

Hands-on manipulatives (Concrete) Daily number talks Real-world problem-solving activities	- Principal & Assistant Principal - Teacher Leaders & Coaches - Classroom Teachers	<u>August – May:</u> Year-long implementation with quarterly progress checks. - <u>Biweekly PLC meetings</u> for strategy refinement. - <u>Monthly walkthroughs & observations</u> for fidelity monitoring.	Growth in problem-solving and fluency on i-Ready, exit tickets, and benchmark assessments.	85% of students show growth in ELA and Math assessments (i-Ready, LEAP, and benchmark data). - Increase in Mastery and Above scores on state assessments. - Classroom walkthroughs show 80%+ implementation fidelity for structured literacy and CRA strategies.	Title I
---	--	--	--	--	----------------

CORE ACADEMICS - Science	Tier 1 Resources: Amplify and 180 Days of Instruction		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?			
Science Focus Area	Scientific Inquiry & Hands-On Learning Claim-Evidence-Reasoning (CER) Writing & Scientific Literacy		
Science SMART Goal:	The Science Assessment Index will increase from XX to XX on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.		
<u>AFFIRMATION</u>			

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

Areas of Progress:

Increased student engagement in science lessons through hands-on activities and inquiry-based learning.

Improved performance in scientific reasoning and CER writing (Claim-Evidence-Reasoning) based on benchmark assessments.

Higher participation in STEM projects and science fairs, indicating stronger interest and application of concepts.

ANALYSIS

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

School's Priority: Increase student proficiency and growth in Science by improving conceptual understanding, inquiry-based learning, and problem-solving skills.

Student Learning Problem: Students struggle with scientific reasoning, critical thinking, and applying knowledge to real-world scenarios, leading to low performance in science assessments and CER-based writing tasks.

Root Cause & Supporting Data: Limited hands-on, inquiry-based learning experiences → Students rely more on memorization rather than deep conceptual understanding.

Weak integration of literacy skills in science → Students struggle with reading comprehension of scientific texts and constructing evidence-based explanations (CER).

Lack of structured data analysis in science lessons → Students need more practice with graphing, measurement, and interpreting scientific data.

Student Impact: Benchmark & LEAP Science Scores: Indicate low proficiency in experimental design, data interpretation, and reasoning-based questions.

CER Writing Samples: Show weak evidence-based explanations, indicating a need for deeper understanding.

Classroom Observations: Reveal limited student discourse and application-based science learning activities.

Educator Professional Learning Needs:

Inquiry-Based Science Instruction Training

CER (Claim-Evidence-Reasoning) Writing Development

Data-Driven Science Instruction

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Scientific Inquiry & Hands-On Learning	- Principal & Assistant Principal: Monitor implementation and provide feedback. - Science Teacher Leaders: Support lesson planning and provide model lessons. - Classroom Teachers: Implement 5E Model in daily science instruction.	- August – May: Year-long implementation with quarterly progress checks. - Biweekly PLC meetings to refine inquiry-based instruction. - Quarterly student science projects or STEM expos to showcase learning.	- Formative assessments using exit tickets, science journals, and quizzes. - Performance tasks & lab reports evaluated using CER framework. - Benchmark assessments to measure growth in scientific literacy and reasoning.	- Benchmark & LEAP Science Scores - CER Writing Samples - Classroom Observations	Title I
Claim-Evidence-Reasoning (CER) Writing & Scientific Literacy					
State Science Assessment Preparation					

CORE ACADEMICS - Social Studies	Tier 1 Resources:		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?			
Social Studies Focus Area	Social Studies – Area of Focus (Based on Data Trends) Area of Focus: Data from LEAP and interim assessments indicates that students are struggling most with analyzing primary/secondary sources, understanding cause-and-effect in historical contexts, and applying civic and geographic reasoning. Performance is particularly low in Grades 3–5, with less than 35% of students scoring proficient in constructed-response or document-based questions. Contributing factors include: - Limited time for direct social studies instruction due to ELA/Math priority - Lack of integration between ELA and social studies texts - Students struggling with academic vocabulary and writing in response to text		
Social Studies SMART Goal:	By May 2025, the percentage of students in Grades 3–5 scoring proficient or above in constructed-response items on social studies benchmark assessments will increase from 32% to 55%, as measured by district and teacher-created assessments aligned to LEAP standards.		
<u>AFFIRMATION</u> - Where have gains been made? What strategies were used? - Who were the key individuals in achieving these gains?			

- How will you leverage those individuals and strategies for continuous improvement this school year?

Areas of Progress:

ANALYSIS

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

School's Priority: Increase students' proficiency in historical thinking, civic reasoning, geographic literacy, and document-based writing through high-quality Tier I instruction aligned to Louisiana Student Standards.

Student Learning Problem: Students struggle to analyze primary and secondary sources, explain historical relationships, cite evidence from informational texts, and communicate historical understanding through written responses.

Root Cause & Supporting Data: Analysis of LEAP 2025 results, district benchmark assessments, and classroom formative assessments indicates that students receive inconsistent exposure to rigorous social studies instruction and document-based writing. Limited instructional time devoted to social studies, insufficient integration with literacy instruction, inconsistent use of academic vocabulary, and varying levels of teacher content knowledge contribute to low student performance. Less than 35% of students demonstrate proficiency on constructed-response and document-based assessment items.

Student Impact: If this goal is achieved, students will demonstrate stronger historical reasoning, increased literacy across content areas, improved writing performance, and greater readiness for LEAP assessments. Students will become more proficient at analyzing evidence, supporting claims with textual evidence, and applying civic and geographic knowledge to authentic tasks.

Educator Professional Learning Needs: Administrators, instructional coaches, and teachers will participate in professional learning focused on:

- Louisiana Social Studies Standards
- High-quality Tier I social studies instruction
- Document-Based Question (DBQ) instruction
- Academic vocabulary development
- Writing across the curriculum
- Primary and secondary source analysis

- **Formative assessment practices**
- **Data-driven instructional planning**
- **Cross-curricular integration of literacy and social studies**

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Implement weekly document-based inquiry lessons using primary and secondary sources aligned to Louisiana standards.	Principal, Assistant Principals, Instructional Coach, Grades 3–5 Teachers	August–May	Walkthroughs, lesson plans, PLC reviews	Weekly lesson plans, walkthrough data, student work samples	
Embed academic vocabulary instruction into every social studies lesson using Marzano vocabulary strategies.	Classroom Teachers, Literacy Coach	Weekly	Vocabulary checks, classroom observations	Student vocabulary journals, exit tickets	
Integrate social studies reading and writing into ELA instruction through informational texts and evidence-based writing.	Literacy Coaches	August - May	PLC Reviews	Students writing rubrics	

PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics					
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development		
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Provide professional development on Louisiana Social Studies Standards, inquiry-based instruction, and LEAP-aligned instructional shifts.	Principal, Assistant Principals, Instructional Coach	August (Pre-Service) and Quarterly	PD attendance, classroom walkthroughs	Agendas, sign-in sheets, observation data	
Train teachers to effectively implement Document-Based Questions (DBQs), primary/secondary source analysis, and evidence-based writing strategies.	Instructional Coach, Teacher Leaders	August–October	PLC observations, student work analysis	Student writing samples, DBQ rubrics	
Conduct monthly Professional Learning Communities (PLCs) focused on unpacking standards, collaborative lesson planning, and analyzing benchmark data.	Principal, Instructional Coach, Grade-Level Chairs	Monthly	PLC agendas, common assessment data	PLC minutes, lesson plans, intervention plans	
SEL (<i>What professional development is needed to ensure faculty members can implement the MTSS plan?</i>) - o SEL - o Academics - o Behavior					

MULTI-TIERED SYSTEM OF SUPPORT

Student Achievement		Exemplary Customer Service		Operational Excellence		Employee Development	
SEL Foundation for MTSS Success							
Using the CASEL Indicators for Schoolwide SEL, identify which two areas will be the focus for the school year. For each indicator, create a SMARTIE goal and goal statement. Schools will select one indicator from each focus area outlined below:							
For the 2025- 2026 school year, schools will be asked to select one component from two different focus areas that have been highlighted							
SEL Instruction: Schools will select either SEL integrated into Academics or Explicit SEL instruction School teams will work with the MTSS department and their executive directors to select the category that best fits the needs of their campuses (Note, schools that previously implemented Manners of the Heart curriculum or struggled with tier I implementation will select explicit SEL instruction as their focus area).							
Supportive Environments: Schools will select either Supportive Discipline or Supportive School and Classroom Climates.							
Indicator Focus Area 1: SEL integrated into Academics				Indicator Focus Area 2: Supportive School and Classroom Climates			
S	By the end of the 2025-2026 school year, the school will integrate SEL practices and competencies into academic instruction across all grade levels to promote students' social-emotional growth alongside their academic success.			S	By the end of the 2025-2026 school year, the school will cultivate supportive, inclusive, and emotionally safe learning environments by strengthening SEL practices in classrooms and across the school community.		
M	At least 90% of teachers will embed SEL strategies into core subjects (e.g., ELA, math, science, and social studies), as evidenced by lesson plans, classroom observations, and student work samples.			M	At least 90% of classrooms will demonstrate positive, supportive climates, as evidenced by classroom observations, student surveys, and climate assessment data.		
A	Teachers will receive quarterly professional development on effective SEL integration strategies and have access to SEL-aligned instructional resources.			A	Staff will participate in quarterly professional development on SEL-aligned classroom management, relationship-building strategies, and trauma-informed practices.		
R	This goal aligns with CASEL’s indicators for schoolwide SEL by fostering meaningful connections between SEL and academic learning.			R	This goal directly supports CASEL’s indicators for schoolwide SEL by promoting a safe, welcoming, and engaging school climate where students feel respected and valued.		

Cedarcrest-Southmoor Elementary – Schoolwide Plan 2025-2026

T	This goal will be achieved by May 2026.	T	This goal will be achieved by May 2026.
I	SEL integration will incorporate culturally responsive practices and diverse perspectives, ensuring that all students' backgrounds and experiences are reflected.	I	Classroom and schoolwide practices will reflect culturally responsive approaches, celebrating student diversity and promoting belonging.
E	Students with greater social-emotional needs will receive additional support and differentiated SEL-integrated instruction to promote equitable learning outcomes.	E	Additional social-emotional support will be provided for students with greater needs, ensuring equitable access to a safe and supportive learning environment.
Goal Statement: By May 2026, at least 90% of teachers fully integrate SEL practices and competencies into academic instruction across all grade levels. embedding SEL strategies into core subjects, as evidenced by lesson plans, classroom observations, and student work. Teachers will receive quarterly professional development and access to SEL-aligned resources. The integrated instruction will be culturally responsive and include targeted support for students with greater social-emotional needs, promoting equity and enhancing both academic and SEL outcomes.		Goal Statement: By May 2026, the school will foster supportive, inclusive, and emotionally safe learning environments by strengthening SEL practices in all classrooms and across the school community. At least 90% of classrooms will demonstrate positive, supportive climates, as evidenced by classroom observations, student surveys, and climate assessment data. Staff will receive quarterly professional development on SEL-aligned classroom management, relationship-building strategies, and trauma-informed practices. The school will promote culturally responsive approaches and provide targeted support for students with greater social-emotional needs, ensuring equity and a sense of belonging for all.	

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 Instructional Materials: Use research-based curricula and instructional practices aligned with grade-level standards. Differentiated Instruction: Incorporate small-group activities, flexible grouping, and choice boards to meet diverse learning needs.	Schoolwide SEL Curriculum: Implement explicit SEL instruction (e.g., Second Step, Zones of Regulation) in all classrooms to teach self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Universal Screeners: Administer benchmark assessments (e.g., MAP, STAR) 3 times a year to identify students needing additional support. Classroom Management: Use SEL-infused practices and clear routines to create a structured and supportive learning environment. Progress Monitoring: Regularly review formative and summative assessments to track student progress. Culturally Responsive Teaching: Integrate diverse texts, examples, and perspectives into instruction. Family Communication: Share regular updates on student progress and offer tips for at-home support.	Positive Behavior Expectations: Establish and teach clear, consistent schoolwide expectations (e.g., respect, responsibility, safety). Use visual posters and regular reminders. PBIS (Positive Behavioral Interventions and Supports): Use reinforcement systems (e.g., point systems, token economy) to recognize and reward positive behaviors. Classroom Management: Use proactive strategies like consistent routines, clear transitions, and visual schedules. Conflict Resolution and Peer Mediation: Teach and model problem-solving strategies and encourage peer-led conflict resolution. Universal Screeners: Administer SEL and behavior screeners (e.g., SAEBRS, DESSA) to identify students needing additional support. Family Engagement: Communicate behavior expectations and SEL goals to families through newsletters, workshops, and resources.
Tier II	
Targeted Interventions: Provide evidence-based programs focused on specific skills (e.g., phonics, fluency, math facts). Small-Group Instruction: Use pull-out or push-in models for focused, skill-based learning with lower student-to-teacher ratios. Increased Progress Monitoring: Conduct biweekly or monthly	Check-In/Check-Out (CICO): Assign students to a staff mentor for daily goal-setting and positive reinforcement using behavior tracking sheets and provide regular feedback. Small-Group SEL Instruction: Facilitate targeted SEL groups on skills like emotion regulation, conflict resolution, or coping strategies. Groups meet weekly with a counselor, social worker, or behavior interventionist.

assessments to measure growth and adjust interventions. Flexible Grouping: Adjust groups based on student progress and needs. Collaboration with Support Staff: Work with interventionists, instructional coaches, and counselors to deliver targeted support. Parent Engagement: Share specific strategies with families to reinforce skills at home.	Behavior Intervention Plans: Develop individualized behavior plans with clear goals and incentives. Increased Progress Monitoring: Use behavior charts or point sheets to track progress toward specific goals. Restorative Practices: Use restorative circles or conferencing for students with repeated behavioral challenges. Collaboration with Support Staff: Involve counselors, SEL coaches, or behavior interventionists to provide targeted interventions. Family Communication: Schedule regular check-ins with families to share progress and strategies.
Tier III	
Specialized Programs: Use multi-sensory or specialized interventions (e.g.,). Collaboration with Specialists: Involve special education teachers, psychologists, and interventionists to provide wraparound support. Data-Driven Decision Making: Use MTSS (Multi-Tiered System of Supports) teams to regularly review data and determine if further interventions or referrals (e.g., special education evaluations) are needed.	Functional Behavior Assessments (FBA) & Behavior Intervention Plans (BIP): Conduct FBA to identify triggers and functions of behavior. Create individualized BIP with targeted strategies, supports, and goals. Individual Counseling or Therapy: Provide regular one-on-one counseling or access to mental health services. Use evidence-based interventions. Wraparound Services: Collaborate with external mental health providers or community organizations for additional support. Provide referrals for intensive services (e.g., counseling, family support).

Family Involvement: Hold frequent parent meetings to discuss progress, strategies, and next steps.

Data-Driven Decision Making: Use MTSS (Multi-Tiered System of Supports) teams to regularly review data and determine if further interventions or referrals (e.g., special education evaluations) are needed.

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

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

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

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

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	-Listen Carefully -Follow Directions -Use kind words and polite tone	Be Responsible	-Be prepared for class and ready to learn -Stay on task and do your best work -Take care of classroom supplies and technology	Be Safe	-Stay in assigned area -Keep hands, feet, and objects to yourself -Use materials and equipment properly
Hallway	Be Respectful	-Use a quiet voice—no yelling or shouting -Keep hands and feet to yourself -Walk calmly and let others pass	Be Responsible	-Respect displayed work -Go directly to your destination -Stay in line or with your class if walking in a group -Carry a hall pass if needed	Be Safe	-Hands behind your back -Walk quietly don't run -Stay to the right side of the hallway
Cafeteria	Be Respectful	-Be silent -Use polite language and table manners	Be Responsible	-Stay in line -Get everything you need -Hold tray with both hands -Clean up your space and throw away trash	Be Safe	-Keep hands, feet and food to yourself -Sit properly with feet under the table
Restroom	Be Respectful	-Be Silent -Give others space and privacy	Be Responsible	-Go, Flush, Wash and Leave wisely -Use restroom supplies wisely -Use only what you need	Be Safe	-Keep restroom clean -Report any problems or messes to an adult
Bus	Be Respectful	-Use kind words and quiet voices -Listen to the bus driver and follow directions -Keep your hands and belongings to yourself	Be Responsible	-Be on time to the bus stop -Sit in your assigned seat and stay seated -Keep the bus clean—pick up after yourself	Be Safe	-Keep the aisle clear -Stay seated while the bus is moving -Keep hands, feet, and objects inside the bus
Arrival/ Dismissal	Be Respectful	-Use quiet voices and polite language -Follow directions from staff and adults	Be Responsible	-Go directly to your assigned area -Be prepared with everything you need	Be Safe	-Walk at all times—no running -Stay on sidewalks and crosswalks -Keep hands, feet, and objects to yourself

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

- Teachers will review behavior matrix and expectations for all school areas (hallways, cafeteria, playground, restrooms, bus, arrival/dismissal)
- Role-playing or “what would you do?” scenarios
- Modeling of expected behavior by staff and student leaders
- Immediate feedback and positive reinforcement for correct behaviors
- Recognition of positive behavior

PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics					
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development		
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Conduct annual Parent Curriculum Nights explaining grade-level expectations, LEAP assessment, DIBELS, Numeracy, ELPT, and academic standards.	Principal, Assistant Principals, Instructional Coaches, Teachers	August & January	Parent Attendance	sign in sheets, agendas and surveys	Title I
Host quarterly Family Academic Nights focused on literacy, mathematics, science, and social studies strategies families can use at home.	Administration, Teachers, Family Engagement Coordinator	Quarterly	Attendance and parent feedback	Agenda, photos and evaluations	Title I
Provide monthly family newsletters with instructional tips, assessment information, homework strategies, and schoolwide academic goals.	Principal, Teachers	Monthly	Distribution logs	Newsletters, website, postings	Title 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	Cedarcrest-Southmoor Elementary implements a Multi-Tiered System of Supports (MTSS) to ensure every student receives timely academic, behavioral, and social-emotional interventions based on data. Universal screening, progress monitoring, collaborative problem-solving, and evidence-based interventions guide instructional decisions. Teachers, interventionists, administrators, families, and support staff collaborate to ensure every student has access to appropriate supports and opportunities for success.
Academic Programs & Interventions	• Tier I Core Instruction aligned to Louisiana Student Standards • EL/Guidebooks High-Quality Instructional Materials • DIBELS Literacy Intervention • Numeracy Intervention • High-Dosage Tutoring

Cedarcrest-Southmoor Elementary – Schoolwide Plan 2025-2026

	• Small-Group Differentiated Instruction • ELPT Supports for English Learners • Special Education Interventions • Progress Monitoring every 2–4 weeks • After-school and extended learning opportunities as available
SEL & Behavior Interventions	Positive Behavioral Interventions and Supports (PBIS) Social-Emotional Learning lessons Behavior Intervention Plans (BIPs) Check-In/Check-Out mentoring Restorative Practices School Counselor small groups Individual counseling services Attendance monitoring and interventions Trauma-informed instructional practices Family collaboration for behavioral supports

Community Involvement

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

Instruction by Certified Teachers – Certified Teacher Recruitment

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Recruit highly qualified certified teachers through district recruitment fairs, university partnerships, alternative certification programs, and educator job fairs.	Principal; ILT team	Spring summer	Vacancy Logs	Hiring logs	
Provide ongoing professional development aligned to instructional priorities and teacher needs.	ILT		PD participation	Agendas, signin sheets	
Conduct instructional coaching, classroom observations, and individualized feedback cycles to strengthen instructional effectiveness.	Principal, Assistant Principals, Instructional Coaches	Weekly	walkthrough data	Coaching logs	

Academic Intervention

Schools with Academic Intervention Labels

Is the school identified as a school requiring academic intervention?

Academic Intervention Label:

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

AUS Status -

Overall Vision and Goals

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

Describe the data analysis and needs assessment process that was used to inform the school's vision and goals.

Step 1: Review of Academic Data
Step 2: Review of Climate, Behavior, and Attendance Data
Step 3: Stakeholder Engagement
Step 4: Root Cause Analysis

Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned with the vision and needs.

- Stakeholders should include, at minimum, the administrator, teachers, paraprofessionals, parents, and members of the community.*

Principal; assistant principals, teachers, paraprofessionals, parents and families, community member and partners.

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

The development of Cedarcrest-Southmoor Elementary's schoolwide plan was intentionally aligned with our **schoolwide Title I budget** and **parental involvement budget** to ensure that identified needs are addressed with appropriate resources and support. Funding decisions were made based on the priorities identified through our comprehensive needs assessment and stakeholder input.

Alignment with the Schoolwide Budget

The schoolwide budget is strategically designed to support our instructional priorities, intervention systems, and professional learning goals. Key areas of alignment include:

- **Literacy and Math Intervention Supports:**

Funds are allocated to purchase evidence-based intervention materials, software, and diagnostic tools aligned to our goal of improving reading proficiency (DIBELS) and math achievement (LEAP 2025).

- **Personnel:**

Title I funds support interventionists and paraprofessionals who provide targeted small-group instruction to students below grade level, particularly in early literacy.

- **Professional Development:**

Budgeted funds are used for teacher training in the Science of Reading, small-group instruction strategies, and data-driven lesson planning to address identified gaps in Tier 1 instruction.

- **Technology Integration:**

Funds are used to purchase online programs that support differentiated instruction and ongoing progress monitoring.

Alignment with the Parental Involvement Budget

Cedarcrest-Southmoor recognizes the critical role that families play in student achievement. Our parental involvement funds are aligned to initiatives that build strong school-home partnerships:

- **Family Engagement Events:**

Funds support events such as Literacy and Math Nights, where parents learn strategies to support learning at home. These events are aligned with academic goals and literacy outcomes.

- **Parent Communication Tools:**

Budget supports communication platforms (e.g., ParentSquare), printed resources, and materials that help families understand DIBELS/LEAP results and monitor student progress.

- **Workshops and Resources:**

We provide workshops on reading at home, test preparation, and attendance awareness, as well as take-home materials that mirror classroom strategies.

By aligning both the schoolwide and parental involvement budgets to our vision and goals, we ensure that all spending directly supports improved academic outcomes and increased family engagement.

Effective Workforce

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

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

Theory of Action: Building an Effective Workforce

If Cedarcrest-Southmoor Elementary cultivates a highly effective workforce through ongoing, job-embedded professional development, instructional leadership, and collaborative data-driven planning, **then** teachers will strengthen their instructional practices, student learning outcomes will improve, and our school will close achievement gaps across all subgroups.

Strategies to Strengthen Instructional Practices

To support teacher growth and instructional excellence, we will implement the following strategies:

1. Weekly Cluster Meetings (NIET Aligned)

- **Purpose:** Teachers engage in focused, collaborative professional learning using student work and instructional data.
- **Focus Areas:** Aligned to indicators in the **NIET Teaching and Learning Standards Rubric**, such as student ownership, effective questioning, and differentiation.
- **Structure:** Meetings follow the NIET cluster cycle—Identify, Learn, Apply, and Reflect—with support from instructional leadership.

2. Regular, Standards-Based Observation and Feedback

- Teachers are observed using the NIET rubric, with a focus on actionable, growth-oriented feedback.

- Instructional leaders conduct **pre- and post-conferences** to guide reflection and set goals for improvement.
- Feedback is differentiated based on teacher needs and tied directly to student learning data.

3. Use of Student Data to Inform Instruction

- Teachers use formative and summative assessment data (e.g., DIBELS, LEAP 360, classroom assessments) to adjust instruction and form flexible groups.
- Data meetings are built into the school schedule to review progress, identify trends, and plan targeted reteaching or intervention.

4. Professional Learning Community (PLC) Collaboration

- Grade-level PLCs meet regularly to unpack standards, analyze student work, and co-plan rigorous lessons.
- Emphasis is placed on alignment to Tier 1 curriculum, vertical planning, and embedding research-based strategies such as gradual release and scaffolding.

Role of the Instructional Leadership Team (ILT)

The ILT, consisting of the principal, academic dean, instructional coach, and teacher leaders, plays a central role in executing the theory of action:

- **Lead Cluster Meetings:** Ensure alignment to school goals and model effective adult learning.
 - **Monitor Instructional Quality:** Conduct walkthroughs, provide feedback, and track teacher growth over time.
 - **Coordinate Support Systems:** Align coaching cycles, PD, and resource allocation to individual and schoolwide needs.
 - **Build Leadership Capacity:** Develop teacher leaders who can model effective instruction and mentor peers.
-

Teacher Collaboration and Empowerment

- **Teacher voice** is valued in the decision-making process through involvement in the ILT, content leadership teams, and feedback sessions.
- Teachers are encouraged to **share best practices**, model strategies, and reflect collaboratively on their impact on student outcomes.
- Collaborative structures foster a culture of continuous improvement and professional excellence.

By implementing this comprehensive, NIET-aligned approach to professional growth, Cedarcrest-Southmoor is building a sustainable, high-performing workforce equipped to meet the diverse needs of every learner.

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

Planned Changes to Talent Building for Leadership and Educators

Based on our needs assessment and a review of both **quantitative data** (e.g., student performance, teacher evaluation ratings, observation trends) and **qualitative input** (e.g., staff surveys, PLC feedback, parent input), Cedarcrest-Southmoor is making intentional changes to how we develop and support teacher and leadership talent to better achieve our schoolwide vision of **academic excellence and equitable outcomes for all students**.

Key Changes to Talent Development Approach

1. Strengthening the Instructional Leadership Pipeline

- **Why:** Analysis revealed that instructional support and feedback were inconsistent in frequency and impact.
- **Change:** We will implement a **tiered leadership development model** to build the capacity of teacher leaders (e.g., content leads, mentor teachers) and provide ongoing training aligned to the NIET leadership rubric.

- **Action:** ILT members will engage in monthly leadership coaching with a district content coach and lead instructional walkthroughs using shared protocols.

2. Improving the Quality and Consistency of Feedback

- **Why:** Teacher surveys and evaluation trends indicated a need for more timely, actionable feedback.
- **Change:** Instructional leaders will calibrate on observation scoring and feedback delivery using the NIET rubric. Leaders will conduct **frequent, focused walkthroughs** with short feedback cycles.
- **Action:** Develop a schoolwide feedback schedule and implement pre- and post-observation coaching with a focus on one area of growth at a time.

3. Refining Cluster Meeting Focus and Follow-Through

- **Why:** Cluster meetings were occurring but lacked a consistent focus on student work or transfer to classroom practice.
- **Change:** Cluster leaders will be trained in using **the NIET cluster cycle** (Identify, Learn, Apply, Follow-Up) with fidelity. Meetings will be aligned to student data and upcoming standards.
- **Action:** Launch a **quarterly cluster audit** process to review impact and adjust support as needed.

4. Embedding Differentiated Support for Teachers

- **Why:** Evaluation data shows variability in teacher effectiveness, particularly among early-career and new-to-school educators.
- **Change:** Implement a **coaching cycle model** where new and developing teachers receive differentiated support based on their specific rubric indicators and student data.
- **Action:** Assign each teacher a development plan tied to their NIET ratings and student data; monitor growth using walkthroughs and data checks.

5. Enhancing Teacher Voice and Leadership Opportunities

- **Why:** Qualitative input from surveys and listening sessions highlighted a need for more teacher involvement in decision-making.
- **Change:** Expand teacher leadership roles (e.g., Cluster Facilitators, Data Coaches) and include them in ILT and School Improvement Team planning.
- **Action:** Schedule bi-monthly teacher leader forums to co-develop action steps, evaluate progress, and share best practices.

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

Three-Year Plan to Ensure Strong School Leadership

Cedarcrest-Southmoor Elementary is committed to sustaining strong, stable, and effective leadership as a foundation for improving student outcomes. Our three-year plan focuses on three key areas: (1) maintaining a high-performing principal, (2) supporting and strengthening the instructional leadership team, and (3) building a robust pipeline of future leaders from within.

1. Maintaining an Effective Principal

Stability & Continuous Growth

- The principal will participate in **district leadership development**, executive coaching, and NIET-aligned leadership training to continuously sharpen skills in instructional supervision, team development, and school improvement planning.
- Annual performance goals will be tied to measurable student achievement, teacher growth, and school culture metrics.

Monitoring & Support

- The district will provide structured feedback through principal evaluations and mid-year reviews.
- The principal will maintain a leadership dashboard that tracks key metrics such as academic performance, attendance, discipline, and teacher effectiveness.

2. Supporting Key Leadership Roles (ILT, Coaches, Teacher Leaders)

Instructional Leadership Team (ILT) Development

- Members of the ILT—including the academic dean, instructional coach, and select teacher leaders—will receive monthly **job-embedded training** in:
 - NIET leadership indicators
 - Facilitating cluster meetings
 - Data-driven decision-making
 - Coaching and feedback techniques

Distributed Leadership

- Each ILT member is assigned to support a specific grade band or content area, increasing ownership and capacity for shared leadership.
- Regular **ILT calibration sessions** will ensure consistency in feedback, instructional monitoring, and support.

3. Building the Leadership Pipeline

Identifying Emerging Leaders

- Teachers demonstrating strong instructional performance and leadership potential will be identified through classroom observation, data performance, and peer/leader recommendations.

Leadership Pathways

- Future leaders will be offered opportunities to:

- Facilitate PLCs and cluster meetings
- Lead campus initiatives (e.g., family engagement, data teams)
- Participate in district-level Aspiring Leaders programs
- Serve as mentors for new or resident teachers

Coaching & Mentorship

- Each emerging leader will be paired with a member of the ILT for mentorship.
- Quarterly leadership reflection sessions will be held to review growth, build confidence, and expand their leadership toolkit.

Sustainability and Succession Planning

- A **leadership talent tracker** will be maintained to monitor potential successors for key roles.
- Contingency plans will be in place to ensure smooth transitions in leadership due to retirements or vacancies, minimizing disruption to the school's improvement trajectory.

Conclusion

Over the next three years, Cedarcrest-Southmoor will maintain strong, stable leadership by investing in the development of both current and future leaders. This strategy ensures instructional consistency, supports teacher effectiveness, and drives student success through intentional, capacity-building leadership at every level.

What steps is your school taking to retain effective educators?

Cedarcrest-Southmoor Elementary recognizes that **retaining effective teachers** is essential to sustaining academic growth and school improvement. Based on teacher feedback, performance data, and best practices in educator support, we are implementing a multi-tiered retention plan that emphasizes **recognition, support, leadership growth, and positive school culture**.

1. Professional Growth and Leadership Opportunities

- **Leadership Pathways:**
Effective teachers are offered roles as **cluster facilitators, content leads, mentor teachers, and ILT members** to keep them engaged and growing professionally.
 - **Personalized Coaching and Development:**
High-performing teachers receive targeted feedback and coaching aligned to their individual growth goals and areas of expertise.
 - **Support for Certification and Advancement:**
The school partners with the district to help teachers pursue advanced credentials such as National Board Certification or mentor/aspiring leader roles.
-

2. Recognition and Appreciation

- **Teacher Spotlights and Incentives:**
Weekly shout-outs, recognition at staff meetings, and special incentives (jeans passes, gift cards, classroom resources) highlight and reward excellence.
 - **Annual Recognition Events:**
Teachers are celebrated during staff appreciation week, end-of-year ceremonies, and through nominations for district and state awards.
-

3. Positive and Supportive Work Environment

- **Safe, Respectful School Culture:**

The leadership team ensures a consistent, positive school climate that promotes staff well-being, student accountability, and mutual respect.

- **Mental Health and Wellness Support:**
Teachers have access to wellness resources, flexible mental health days (within policy), and monthly morale-building activities.
- **Streamlined Communication and Planning Time:**
Weekly collaboration schedules and clear communication systems minimize burnout and support teachers in managing time effectively.

4. New Teacher Support and Retention

- **Mentor Program:**
New and early-career teachers are paired with experienced mentors who provide weekly check-ins, classroom visits, and support with lesson planning and behavior management.
- **Onboarding and Induction:**
New hires participate in a school-based orientation that builds relationships and clarifies expectations and routines.

5. Feedback-Driven Retention Practices

- **Staff Voice and Input:**
Quarterly **teacher satisfaction surveys** and “stay interviews” provide insight into what’s working and what’s needed to better support retention.
- **Responsive Leadership:**
School leaders actively use feedback to make adjustments to workload, expectations, or systems that contribute to job satisfaction.

Conclusion

By focusing on professional growth, meaningful recognition, leadership opportunities, and a culture of support, Cedarcrest-Southmoor is committed to

retaining its most effective educators and fostering a school environment where teachers feel valued, empowered, and inspired to stay.

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

Developing and Supporting Educators Who Need Improvement

Cedarcrest-Southmoor Elementary is committed to ensuring that **every classroom is led by an effective teacher**. To achieve this, we have a structured, supportive plan for helping educators who are developing or struggling in specific instructional areas. Our approach is grounded in **data-informed coaching, targeted professional learning, and collaborative supports**, aligned with the NIET framework and best practices in adult learning.

1. Differentiated Professional Learning and Coaching

- **Individualized Development Plans:**

Teachers identified as needing support (based on NIET rubric scores, student data, or walkthroughs) receive a personalized improvement plan that includes:

- Specific focus areas aligned to instructional indicators
- Clear goals and success criteria
- A coaching schedule and progress checkpoints

- **Targeted Coaching Cycles:**

Instructional leaders provide **weekly coaching sessions** that include:

- Classroom modeling and co-teaching
- Guided planning and feedback
- Reflective conversations with action steps

- **Real-Time Feedback and Support:**

Teachers receive regular **“bite-sized” feedback** from informal walkthroughs and observations to help them make small, focused adjustments in

real time.

2. High-Quality Cluster Meetings and PLCs

- **Job-Embedded Professional Learning (Clusters):**
Weekly cluster meetings provide struggling teachers with exposure to **effective instructional strategies**, modeled lessons, and opportunities to plan collaboratively using the NIET Cluster Cycle (Identify, Learn, Apply, Reflect).
 - **Peer Collaboration:**
Teachers needing support are intentionally grouped with strong peers in PLCs and lesson study teams to foster **peer modeling, observation, and shared planning**.
 - **Use of Student Work and Data:**
Professional learning is grounded in real student data and work samples to help teachers see direct connections between instructional strategies and student outcomes.
-

3. Observation and Feedback Cycles

- **NIET-Aligned Observations:**
Formal observations are conducted using the NIET rubric, with detailed feedback focused on one to two priority indicators at a time.
 - **Pre- and Post-Observation Conferences:**
Each observation includes a pre-conference to clarify goals and a post-conference to reflect on strengths, areas for growth, and next steps.
 - **Progress Monitoring:**
Leaders maintain a coaching log to track the teacher's growth over time and ensure aligned support and accountability.
-

4. Intensive Support for At-Risk Teachers

- **Tiered Support System:**

Teachers who do not show adequate growth may be placed on a **Tier 2 or 3 support plan** that includes:

- Increased observation frequency
- Additional coaching from district specialists
- Performance improvement timelines aligned to evaluation policy

- **Supportive, Not Punitive Approach:**

The focus is on **growth, not compliance**, and teachers are provided with clear, compassionate communication and meaningful support throughout the process.

5. Leadership and Data Team Involvement

- The **Instructional Leadership Team (ILT)** meets regularly to review teacher performance data, identify trends, and coordinate interventions for educators needing support.
- School leaders also **track alignment between teacher performance and student outcomes** to ensure coaching is having the desired impact.

Conclusion

Cedarcrest-Southmoor’s approach to developing educators who need support is grounded in **collaboration, high-quality feedback, and personalized growth plans**. Through consistent observation, reflective practice, and data-driven coaching, we help struggling educators strengthen their instruction—and ultimately, improve learning for all students.

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

Selecting Evidence-Based Strategies Based on Needs Assessment

At Cedarcrest-Southmoor, the selection of **evidence-based strategies** is driven by a thorough analysis of **qualitative and quantitative data** collected during our needs assessment. Our goal is to ensure that any instructional strategy or intervention we implement is rooted in **proven effectiveness**, aligns with our school vision, and is tailored to meet the specific needs of both teachers and students.

1. Data-Driven Decision-Making Process

Reviewing Needs Assessment Data:

- **Quantitative Data:** We analyze student achievement data (e.g., **DIBELS, LEAP 360**), assessment results, and performance trends to identify specific learning gaps and areas where instructional strategies may need to be strengthened.
- **Qualitative Data:** Staff surveys, classroom observations, and student feedback help us uncover areas where teachers need additional support or strategies, and where instructional practices could be improved.

Determining Priority Needs:

- We prioritize the **greatest areas of need** (e.g., reading comprehension, differentiated instruction, classroom management) based on the data. This allows us to focus our efforts on strategies that will have the most significant impact.
-

2. Evidence-Based Strategy Selection

Using the Efficacy of Research-Based Practices:

- For each identified need, we select **research-based strategies** with strong, moderate, or promising evidence of effectiveness. These strategies are evaluated using criteria such as:
 - **Effect Size:** How much impact the strategy has had on student learning (particularly in similar contexts or schools).
 - **Implementation Fidelity:** How well the strategy can be implemented in our specific context, considering teacher readiness and school

capacity.

- **Teacher Buy-In:** Strategies that teachers feel confident in using and believe will help them meet the needs of their students.

Example of Strategy Selection Process:

- **Strong Evidence-Based Strategies:**
For improving **reading comprehension** in grades K-3, we select **explicit vocabulary instruction**, **reciprocal teaching**, and **guided reading** because these practices have shown significant evidence of effectiveness in improving early literacy skills.
- **Moderate Evidence-Based Strategies:**
For **classroom management** and promoting **student engagement**, strategies such as **positive behavior interventions** and **restorative practices** are chosen. While these strategies show moderate evidence in general, they align with our school culture and are responsive to student needs identified in our surveys.
- **Promising Evidence-Based Strategies:**
Blended learning strategies and **interactive technology** are being explored as promising practices, particularly as a way to differentiate instruction and address the needs of a wide range of learners. These have shown potential in similar school settings but are still being piloted and adjusted for our context.

3. Aligning Strategies with School Vision and Goals

- **Aligning with Instructional Focus:** All selected strategies are aligned with our schoolwide goal of **academic excellence**. For instance, strategies that emphasize **student-centered learning**, **data-driven instruction**, and **high expectations** for both students and educators are prioritized.
 - **Consistency Across the System:** The strategies selected also ensure **alignment across grade levels** and content areas. This enables teachers to collaborate more effectively, share best practices, and create a **coherent learning experience** for students as they progress through the school.
-

4. Continuous Monitoring and Adjustment

- **Ongoing Data Collection:** Throughout the year, we monitor the implementation of selected strategies through regular **walkthroughs**, **PLC discussions**, and **student progress assessments**.
- **Feedback Loops:** Teachers provide feedback on the strategies they are using, and this feedback is incorporated into professional development sessions, where we continuously refine our approaches.
- **Impact Evaluation:** After a set period, we assess the **impact** of the chosen strategies on student outcomes. If strategies show strong results, they are scaled across the school; if they are not as effective, alternative strategies with stronger evidence will be considered.

Conclusion

At Cedarcrest-Southmoor, our selection of evidence-based strategies is driven by a rigorous needs assessment process, which allows us to identify the most effective strategies to support educators and improve student outcomes. By focusing on **strong, moderate, and promising** evidence-based practices, we ensure that the strategies we implement are both relevant to our specific needs and have a proven track record of success.

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

Identifying and Creating Key Positions to Support School Improvement and Academic Achievement

At Cedarcrest-Southmoor Elementary, we recognize that **effective school improvement** requires strategic leadership and the establishment of key positions that directly support **academic excellence**. Our approach centers around ensuring that the right people are in place to drive the school's vision, support teachers, and enhance student learning. These positions are carefully crafted to address our specific needs, leverage our strengths, and align with our **schoolwide goals**.

1. Identifying Key Positions Based on School Needs

Needs Assessment and Data-Driven Decision Making

- Based on our **annual needs assessment** (which includes student performance data, teacher surveys, and qualitative feedback from staff), we identify critical areas for improvement and the positions necessary to address them.
- **Priority Areas:** For example, if **student literacy** is identified as a top priority, we may create positions such as **reading interventionist** or **literacy coach**. Similarly, if **data analysis** and **response to intervention (RTI)** systems need strengthening, we may create roles like **data coordinator** or **RTI facilitator**.

Areas of Focus for Key Positions:

- **Instructional Leadership:** Positions like **Instructional Coach**, **Grade-Level Chairs**, and **Curriculum Lead** are created to support teachers in implementing high-impact instructional strategies.
- **Support Roles for Targeted Interventions:** Roles such as **Special Education Coordinator**, **Behavior Interventionist**, and **English Language Learner (ELL) Specialist** ensure that students requiring additional support receive targeted services.
- **Family and Community Engagement:** To strengthen **home-school partnerships**, we may create positions like **Family Liaison** or **Community Engagement Coordinator** to facilitate ongoing communication and involvement.

2. Creating Leadership Roles for School Improvement

Instructional Leadership Team (ILT)

- The **ILT** is key to overseeing the implementation of schoolwide initiatives and monitoring progress toward academic goals.
- The team is led by the principal and includes the **academic dean**, **instructional coaches**, **specialists**, and **grade-level leaders**. The team meets regularly to evaluate student data, review instructional strategies, and adjust school improvement plans.

Data Teams

- To make data-driven decisions, **data teams** are established to analyze student performance data, monitor trends, and support targeted interventions. These teams are composed of administrators, grade-level chairs, and interventionists.

Teacher Leaders and Coaches

- Positions like **curriculum coaches** and **peer mentors** are created to build capacity among teachers. These individuals support colleagues in the implementation of best practices, help with professional development, and ensure that schoolwide initiatives are being followed consistently.
-

3. Creating Positions Based on Instructional Gaps

Curriculum and Instruction Support

- To address identified gaps in instructional quality, Cedarcrest-Southmoor has created positions such as:
 - **Math Coach:** To help teachers implement best practices in math instruction and differentiate based on student needs.
 - **Reading Specialist:** To support teachers with literacy instruction and assist struggling readers with targeted interventions.

Response to Intervention (RTI) Coordinator

- A **RTI Coordinator** is responsible for ensuring that all tiers of intervention (from universal classroom strategies to more intensive individualized support) are implemented effectively. This role includes monitoring student progress and facilitating collaboration between teachers, specialists, and intervention staff.
-

4. Supporting Teacher Collaboration and Continuous Improvement

Professional Learning Communities (PLCs)

- Teachers are organized into **PLCs** by grade level or subject area, and the **PLC Facilitator** (often a teacher leader or coach) helps guide discussions about instructional strategies, student data, and improvements.

Teacher Leaders and Mentors

- **Experienced teachers** with strong instructional practices take on roles as **mentors** for less experienced teachers, supporting them in lesson planning, classroom management, and instructional techniques.

5. Focus on Sustainability and Growth

Leadership Pipeline

- Cedarcrest-Southmoor has a **leadership pipeline** program in place to prepare **future leaders** within the school. We identify teachers who show leadership potential and provide them with opportunities to take on leadership roles, participate in professional development, and eventually move into more formal leadership positions (e.g., Assistant Principal, ILT Lead).

Long-Term Succession Planning

- We are proactive in **succession planning** to ensure that key leadership positions are always filled with well-prepared candidates. Teachers and staff members are encouraged to apply for leadership positions, and we provide development opportunities to build their skills for future roles.

Conclusion

By creating and strategically placing key positions based on the needs of our students and staff, Cedarcrest-Southmoor is ensuring that we have the leadership, instructional support, and community engagement necessary for sustained school improvement and academic achievement. These roles are crucial to building a strong, collaborative, and supportive school culture that drives excellence in all areas.

Instruction

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

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

Cedarcrest-Southmoor Elementary’s Theory of Action: Ensuring Effective Instructional Leadership and High-Quality Instruction

At Cedarcrest-Southmoor, we believe that **effective instructional leadership** is key to ensuring that **students receive high-quality instruction**. Our theory of action is built on the idea that when educators are well-supported, continuously developed, and held accountable to high standards, students will experience improved learning outcomes. This theory is guided by a strong commitment to **adult learning, evidence-based practices, and data-driven decision-making**.

1. Ensuring Effective Instructional Leadership for Adults

A. Developing Leadership Capacity

We believe that **strong instructional leaders**—both at the administrative and teacher leadership levels—are essential for creating a culture of high expectations and continuous improvement. To achieve this:

- **Ongoing Professional Development for Leaders:**
Principals and instructional leaders (academic dean, instructional coaches, grade-level leads) engage in **regular professional development** focused on:
 - Leading with data to drive instructional decisions
 - Effective coaching and feedback techniques
 - Managing change and fostering schoolwide improvement initiatives
- **Collaborative Leadership Teams:**
Our **Instructional Leadership Team (ILT)**, which includes teachers, coaches, and administrators, meets regularly to analyze data, evaluate teaching practices, and develop solutions for student learning challenges.
- **Mentorship for Emerging Leaders:**
Emerging teacher leaders are provided with leadership opportunities through **mentorship programs**, helping them grow into future instructional leaders.

B. Clear Expectations for Instructional Practices

- Instructional leaders set clear, measurable **instructional goals** for teachers and hold regular **feedback cycles** to ensure practices align with these goals. Leaders regularly **model** and provide actionable feedback on instructional strategies.
- **Structured Observation and Coaching:**
Leaders engage in regular **classroom observations** and provide teachers with actionable, reflective feedback. We utilize a **coaching cycle** where feedback is used to enhance teaching practices, ensuring continuous professional growth.
- **Data-Driven Instructional Planning:**
Leaders use a **data dashboard** to monitor teacher performance and student outcomes. Regular **PLC meetings** are used to analyze student work, discuss best practices, and refine instructional techniques.

2. Providing Students with High-Quality Instruction

A. Effective Instructional Strategies

- **Evidence-Based Teaching Practices:**
Teachers are expected to implement **research-based instructional strategies** that are proven to increase student achievement. These include:
 - **Differentiated instruction** to meet the diverse needs of all students
 - **Active learning strategies**, such as project-based learning and cooperative learning
 - **Explicit teaching** for literacy and numeracy
- **Consistent Use of High-Quality Curriculum:**
The school ensures the adoption of **rigorous, standards-aligned curricula** that reflect both grade-level expectations and the diverse needs of students.
- **Formative Assessments:**
Teachers use **formative assessments** frequently to gather data on student progress, identify learning gaps, and adjust instruction accordingly.

B. High Expectations for Student Learning

- We set high academic expectations for all students and ensure that they are **challenged** to reach their full potential. Teachers are expected to foster an environment where **student engagement** is high, and students are encouraged to take ownership of their learning.
 - **Student-Centered Learning:**
Instruction is designed to engage students actively and provide them with opportunities to apply their learning in real-world contexts.
 - **Differentiated Supports:**
Teachers use data to tailor instruction to individual student needs, offering **interventions** for struggling students and **enrichment** opportunities for advanced learners.
-

3. Monitoring, Reflection, and Continuous Improvement

A. Regular Data Monitoring

- **Ongoing Formative Assessments** are used to continuously monitor student learning and identify areas for improvement.
- **Summative assessments** like LEAP tests, DIBELS, and benchmark assessments are analyzed to track progress toward academic goals and adjust instruction where necessary.

B. Feedback Loops for Teachers

- Teachers engage in **reflective practices**, using student data to self-assess and adjust their instructional strategies.
- Feedback from observations and walkthroughs is integrated into **coaching cycles**, where teachers receive both **positive reinforcement** and **constructive feedback** on how to improve their practices.

C. Professional Learning Communities (PLCs)

- Teachers collaborate in **PLCs** to share best practices, analyze student data, and solve instructional challenges together. These meetings are led by instructional coaches and focus on refining teaching strategies, integrating research-backed practices, and improving student outcomes.
-

4. Shared Accountability and Culture of Excellence

A. Holding Everyone Accountable

- **Shared Leadership and Ownership:**

All educators—administrators, teachers, and support staff—take ownership of the school’s goals and are held accountable for their contributions to student achievement. Leaders set clear, measurable goals for **individual teacher performance** and **student success**.

- **Schoolwide Academic Targets:**

The school sets ambitious, data-driven goals for student achievement (e.g., improving reading fluency by X% by the end of the year) and works collaboratively toward meeting them. Teachers and leaders track progress toward these goals through regular data reviews.

B. Schoolwide Focus on Continuous Improvement

- The school is committed to an **ongoing improvement cycle**, where instructional practices, student outcomes, and leadership effectiveness are regularly assessed, and action steps are implemented to improve.

Conclusion

Cedarcrest-Southmoor’s theory of action is based on the belief that **effective instructional leadership** and **high-quality instruction** are directly connected. By empowering leaders, supporting teacher development, and fostering a culture of continuous improvement, we ensure that students receive a rigorous, student-centered education that leads to academic success. Our theory of action emphasizes **data-informed decision-making**, **collaboration**, and **ongoing professional growth**, ensuring that both educators and students consistently demonstrate high standards of achievement.

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

Strategies and Interventions to Address Identified Needs

At Cedarcrest-Southmoor, we focus on implementing **strategies and interventions** that are directly aligned with the specific needs identified through our data analysis, teacher feedback, and student assessments. These interventions are designed to **accelerate student achievement**, **support teacher**

development, and address the **academic gaps** and **social-emotional challenges** identified in the needs assessment.

1. Strengthening Literacy Instruction (Reading and Writing)

Identified Need:

- Based on student performance data (e.g., DIBELS, LEAP 360), we identified that many students, particularly in grades K-3, are struggling with **reading comprehension** and **fluency**, and need targeted **literacy interventions**.

Strategy/Intervention:

- **Phonemic Awareness and Phonics Instruction:**
We will implement **explicit phonics** instruction through **structured literacy programs** to improve students' foundational reading skills. These programs will emphasize **decoding**, **word recognition**, and **fluency**.
- **Guided Reading and Small Group Instruction:**
Teachers will use **differentiated small-group instruction** during reading blocks to focus on the specific needs of students at different reading levels. This will allow teachers to target individual reading gaps and provide tailored support.
- **Writing Across the Curriculum:**
We will integrate **writing instruction** across all subjects to strengthen writing skills, especially for students who struggle with **sentence structure**, **vocabulary**, and **organization**.
- **Targeted Literacy Intervention (Tier 2/3):**
For students not meeting grade-level benchmarks, we will implement **small-group interventions** with literacy specialists or trained teaching assistants. These interventions will include more intensive instruction and will be aligned with students' needs as identified in progress monitoring.

2. Math Achievement and Problem-Solving Skills

Identified Need:

- Data analysis from student assessments (e.g., LEAP 360) has shown that students in **grades 3-5** are struggling with **problem-solving** and **mathematical reasoning**, particularly in applying mathematical concepts to real-world scenarios.

Strategy/Intervention:

- **Math Talk and Discourse:**
We will incorporate more **math discourse** in classrooms to encourage students to explain their thinking, reason mathematically, and engage in conversations about problem-solving strategies. This will foster deeper understanding and critical thinking in mathematics.
- **Number Talks and Daily Practice:**
Teachers will implement **Number Talks** to build fluency and confidence with mental math. Daily math routines will be designed to increase computational fluency and reinforce mathematical concepts.
- **Math Intervention Program:**
A **Tier 2 intervention** will provide targeted instruction for students who are struggling with core math concepts. These sessions will be tailored to students' individual needs and will focus on building foundational math skills and strategies.

3. Response to Intervention (RTI) and Data Monitoring

Identified Need:

- The schoolwide data review identified that while **general education teachers** are effectively addressing many student needs, there is a gap in **early identification** and **intervention** for students at risk of academic failure.

Strategy/Intervention:

- **RTI Framework Implementation:**
We will fully implement a **three-tiered RTI system**, providing differentiated interventions based on student data. At **Tier 1**, all students will receive high-quality instruction; **Tier 2** will provide small-group targeted interventions for struggling learners; and **Tier 3** will focus on intensive, individualized support for students who continue to face academic challenges.
- **Data Review and Progress Monitoring:**
Teachers and intervention specialists will regularly **monitor student progress** using formative assessments and make instructional adjustments based on data. The RTI team will meet monthly to discuss student progress, analyze data trends, and adjust interventions as needed.

4. Social-Emotional Learning (SEL) and Behavioral Supports

Identified Need:

- Feedback from **teachers, students, and families** highlighted that **social-emotional challenges** (e.g., self-regulation, relationship-building, coping skills) are impacting students' ability to succeed academically.

Strategy/Intervention:

- **SEL Curriculum Integration:**
We will implement a **schoolwide social-emotional learning program** (e.g., **Second Step** or **MindUp**) that focuses on skills such as **self-awareness, self-management, relationship skills, and responsible decision-making**. This program will be integrated into classroom routines and taught during morning meetings or advisory periods.
- **Restorative Practices and Behavior Support:**
We will incorporate **restorative practices** to address behavioral issues by fostering **positive relationships**, promoting accountability, and reducing disciplinary actions. A **Behavior Interventionist** will provide additional support for students who need more intensive behavioral strategies.
- **Student Support Teams:**
A **Student Support Team (SST)** will be established to assist students struggling with behavioral and emotional challenges. This team will collaborate with **school counselors, behavior specialists, and administrators** to create personalized support plans for students and families.

5. Professional Development for Teachers

Identified Need:

- Our needs assessment revealed that teachers require **ongoing professional development** in areas like **data analysis, differentiation, and classroom management** to ensure they have the tools to support all learners.

Strategy/Intervention:

- **Targeted Professional Learning Communities (PLCs):**
Teachers will engage in **monthly PLC meetings** where they collaborate to analyze student data, discuss teaching strategies, and explore **evidence-based best practices**. These meetings will be facilitated by instructional coaches and guided by student performance trends.
- **Differentiation Training:**
Teachers will participate in professional development focused on **differentiated instruction** and **culturally responsive teaching** to better meet the needs of diverse learners. This training will include strategies for meeting the needs of **English Language Learners (ELLs)** and students with **special needs**.
- **Classroom Management and SEL for Educators:**
Teachers will receive training in **trauma-informed teaching practices** and **classroom management strategies** that incorporate **social-emotional learning** and promote a positive school culture.

Conclusion

The strategies and interventions we are implementing at Cedarcrest-Southmoor are directly aligned with our identified needs based on **student data**, **teacher feedback**, and the overall **vision for academic achievement**. By focusing on **literacy**, **math**, **social-emotional learning**, and **targeted interventions**, we aim to close achievement gaps, ensure **equitable access to high-quality instruction**, and provide the necessary support for all students to succeed.

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

At Cedarcrest-Southmoor, we ensure that **instructional approaches** are implemented **timely** and **effectively** by carefully assessing our school's **capacity** in several key areas. These areas include **teacher readiness**, **resource availability**, **leadership support**, and **professional development**. By analyzing these elements, we can identify gaps and take proactive steps to strengthen our ability to successfully implement instructional strategies that drive student achievement.

1. Assessing Teacher Readiness and Support

A. Teacher Experience and Expertise

- **Needs Assessment Surveys:**

At the beginning of each school year, we gather input from teachers through **surveys** and **focus groups** to assess their current levels of expertise in key instructional areas. These include **literacy instruction, mathematics, behavior management, and differentiation**. This helps us identify areas where teachers may need additional support or professional development.

- **Classroom Observations and Walkthroughs:**

Through regular **classroom observations** and **instructional walkthroughs**, instructional leaders can assess how well teachers are implementing instructional strategies and identify areas where additional support or adjustments are needed.

B. Professional Development (PD) Needs

- **Targeted PD Plans:**

Based on the results of the needs assessment, we create a **tailored professional development plan** for teachers. This plan focuses on areas where capacity may be lacking (e.g., **differentiation, data-driven decision-making, SEL strategies**) and provides ongoing training that aligns with the school's instructional goals.

- **Coaching and Mentorship:**

Instructional coaches provide **on-the-job support** for teachers, ensuring that instructional strategies are being implemented effectively in the classroom. Additionally, **teacher leaders** mentor colleagues, especially new teachers, to build their capacity to implement instructional approaches.

2. Ensuring Leadership Capacity

A. Instructional Leadership Team (ILT) Readiness

- **ILT Development and Support:**

Our **Instructional Leadership Team (ILT)**, which includes the principal, academic dean, instructional coaches, and teacher leaders, is crucial for ensuring instructional approaches are supported and implemented effectively. We assess the team's capacity by:

- **Evaluating their professional development needs** to support leadership growth.
- **Providing leadership training** on best practices in coaching, feedback, and data analysis.
- Ensuring **collaborative planning** and communication within the ILT to align instructional strategies and interventions across all grade levels.

B. Schoolwide Leadership Practices

- **Clear Expectations for Leadership:**

We establish clear expectations for all leaders within the school regarding **data analysis**, **classroom observation**, and **support for instructional initiatives**. This ensures that leadership actions are aligned with the school's goals, and there is shared accountability for successful implementation.

3. Resource Availability and Alignment

A. Curriculum and Materials

- **Alignment with Standards and Needs:**

We ensure that our **curriculum** and **instructional materials** are aligned with both **state standards** and our school's identified needs. This includes evaluating whether teachers have access to high-quality resources, **technology**, and tools that will help them deliver instruction effectively.

- **Resource Allocation:**

We carefully allocate funding from our schoolwide budget and **parental involvement budget** to provide teachers with the necessary **curricular materials**, **technology**, and **classroom supplies**. These resources are evaluated based on their potential to support the successful implementation of instructional approaches.

B. Support Staff and Intervention Programs

- We assess the **availability of support staff**, such as **special education teachers**, **interventionists**, and **paraprofessionals**, to ensure that **students with special needs** or those requiring additional support are receiving the appropriate interventions.
 - For instance, if the need for **tiered interventions** (e.g., RTI) is identified, we assess whether our intervention staff has the **capacity** to implement these interventions effectively and make adjustments as necessary.
-

4. Timely Implementation and Monitoring

A. Implementation Timeline and Deadlines

- **Clear Implementation Timeline:**

We develop a detailed **timeline** for rolling out instructional initiatives, setting **clear deadlines** for the start and completion of each strategy (e.g., when **new curricula** will be introduced, when **professional development** sessions will be conducted). This ensures that instructional changes happen in a **timely manner** and that there is no delay in supporting teachers and students.

- **Progress Monitoring:**

We use a variety of **data points** (e.g., formative assessments, student work, observations) to monitor the progress of instructional approaches and **make adjustments** where necessary. Monthly data reviews with the **Instructional Leadership Team (ILT)** allow us to identify areas of concern early on and provide timely interventions.

B. Feedback Cycles

- **Ongoing Feedback and Adjustments:**

Teachers receive regular feedback through **formal observations** and **informal check-ins** with instructional coaches. This allows instructional practices to be fine-tuned based on **real-time data** and feedback, ensuring that instructional approaches are being implemented effectively.

5. Teacher Collaboration and Peer Support

A. Collaborative Learning Communities

- **Professional Learning Communities (PLCs):**

Teachers are organized into **PLCs** that focus on specific instructional areas (e.g., **literacy**, **math**, **SEL**) and meet regularly to discuss best practices, student progress, and instructional strategies. These collaborative groups help to build teachers' capacity by providing them with opportunities to learn from one another and support each other in implementing best practices.

B. Peer Observations and Learning

- **Peer Observation Programs:**

We encourage **peer observations**, where teachers can observe one another's classrooms to learn new strategies and refine their practices. This helps to ensure that teachers are **sharing expertise** and **learning from one another**, which can accelerate the implementation of new instructional approaches.

6. Continuous Evaluation and Adjustment

A. Reflective Practice

- We encourage teachers and instructional leaders to engage in **reflective practices** to evaluate the effectiveness of instructional strategies and identify areas for improvement. This process helps ensure that approaches are implemented with fidelity and adjusted as needed to meet the evolving needs of students.

B. Student Feedback and Surveys

- Students provide valuable insights into the effectiveness of instructional strategies. **Student surveys** and **focus groups** help us assess whether students are engaged and learning in a meaningful way, providing essential data that informs adjustments to instructional practices.
-

Conclusion

Cedarcrest-Southmoor actively ensures that instructional approaches are implemented **timely** and **effectively** by assessing our capacity in key areas—**teacher readiness**, **leadership support**, **resource availability**, and **monitoring**. By providing ongoing support, leveraging collaborative structures, and continuously evaluating our progress, we can implement instructional strategies that have the highest impact on student success.

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

At **Cedarcrest-Southmoor**, we are committed to expanding our instructional approach across all classrooms to ensure that the strategies we implement have the greatest impact on student achievement and are sustainable over time. To achieve this, we are focusing on creating a **schoolwide culture of continuous improvement**, **collaborative learning**, and **ongoing professional development**. Our goal is to build capacity at all levels of the school to support long-term, high-quality instruction for all students.

1. Creating a Shared Vision for Instruction

A. Schoolwide Commitment to Consistent Instructional Practices

- **Shared Vision:**

The foundation of our expansion plan is a **shared vision of high-quality instruction**. All educators, from teachers to administrators, are aligned around a common set of instructional goals that are focused on **student engagement, rigor, and equity**. This vision includes:

- Ensuring **consistent expectations** for all classrooms, particularly in **literacy, math, and social-emotional learning (SEL)**.
- Providing **clear, shared instructional practices** that are research-based and aligned with **state standards**.
- Prioritizing **student-centered** instruction that supports diverse learning needs and builds student independence.

- **Communication and Buy-in:**

We will ensure **clear communication** of this vision to all stakeholders, including teachers, paraprofessionals, and parents, to guarantee **buy-in** and active participation in the school's instructional goals. This will be done through regular **staff meetings, PLCs, and parent engagement efforts**.

2. Building Capacity Through Professional Development

A. Ongoing, Targeted Professional Learning

- **Comprehensive Professional Development (PD) Program:**

We are designing a **tiered professional development program** that ensures **high-quality instruction** is happening in every classroom. The program includes:

- **Schoolwide PD sessions** that focus on key instructional strategies, such as **differentiation, data-driven decision-making, and SEL integration**.
- **Job-embedded professional learning**, such as **coaching, peer observations, and model lessons**.
- **Specialized PD** to support areas of need, such as **special education, ELL support, and trauma-informed practices**.

- **Data-Informed PD:**

Our PD will be informed by **data**—both from **student performance** and **teacher feedback**—to address specific gaps in instruction and ensure that teachers are supported where they need it most.

B. Instructional Coaching and Mentorship

- **Instructional Coaches:**

Our **instructional coaches** will work closely with teachers to **model best practices**, provide **feedback**, and **support implementation** in the classroom. Coaches will focus on:

- **Modeling lessons** that demonstrate high-impact instructional strategies.
- **Observing classrooms** and providing targeted, constructive feedback.
- Facilitating **data discussions** to help teachers use assessment data to inform instruction.

- **Teacher Leaders and Mentorship Programs:**

We will leverage **teacher leaders** who have expertise in specific instructional strategies to **mentor peers**. This mentorship will focus on sharing best practices, supporting **new teachers**, and encouraging a **culture of collaboration**.

3. Expanding Instructional Strategies Across Classrooms

A. Consistent Use of High-Impact Instructional Strategies

- **Research-Based Instructional Models:**

We will expand the use of **evidence-based instructional strategies** such as **explicit instruction**, **active learning**, and **scaffolded supports** to ensure all students have access to high-quality instruction. These strategies will be consistent across all classrooms to ensure coherence and effectiveness in instruction.

- **Differentiation and Personalized Learning:**

Teachers will be trained in **differentiated instruction** to meet the diverse needs of students. This includes using **flexible grouping**, **individualized instruction**, and **varied assessment types** to accommodate different learning styles and levels of proficiency.

B. Data-Driven Instruction

- **Frequent Formative Assessments:**

Teachers will use **frequent formative assessments** (e.g., quizzes, exit tickets, student work samples) to inform their instruction. These data points will guide **daily instruction**, ensuring that teachers are addressing the specific needs of their students.

- **Data-Driven Instructional Planning:**

Teachers will be encouraged to collaborate in **Professional Learning Communities (PLCs)** to analyze student data, share strategies, and develop lesson plans based on student needs and performance trends.

4. Establishing Collaborative Structures for Sustainability

A. Professional Learning Communities (PLCs)

- **Collaborative Structures:**

Teachers will participate in **PLCs** where they can collaborate on planning, **problem-solving**, and **sharing best practices**. These communities will focus on:

- Reviewing **student data** to inform instructional decisions.
- Developing **shared instructional materials**.
- Identifying and addressing **gaps in learning** across grade levels.

- **Coaching Cycles:**

Teachers will work with instructional coaches on **coaching cycles** that span several months, allowing them to implement strategies, receive feedback, and refine their practices over time.

5. Leveraging Technology for Instructional Improvement

A. Integrating Technology in the Classroom

- **Blended Learning:**

We will expand the use of **blended learning** models that combine **face-to-face instruction** with **digital tools** to support individualized learning. This will allow teachers to provide more **personalized learning** experiences, especially for students who need additional support or enrichment.

- **Technology-Enhanced Assessment Tools:**

Teachers will use **technology-enhanced tools** to assess student progress more efficiently and provide **real-time feedback**. These tools will include programs for **adaptive learning** and **online formative assessments**, enabling teachers to better target instruction based on student needs.

6. Aligning Resources to Support Instructional Approaches

A. Resource Allocation

- We will ensure that the school's **resources** (including technology, instructional materials, and support staff) are strategically aligned with our instructional approach. This will include:
 - Allocating funds to purchase **high-quality instructional materials**.
 - Ensuring that teachers have access to the necessary **digital tools** and **curriculum resources**.
 - Hiring and training **support staff** (e.g., paraprofessionals, interventionists) to provide additional support for struggling students.

B. Parental Involvement and Community Support

- We will expand our **parental involvement** strategies to include regular communication with families about the instructional approaches being used in classrooms. This will help build a strong **home-school connection** and encourage **families** to support their children's learning at home.

7. Monitoring and Evaluating the Expansion Plan

A. Continuous Feedback and Adjustment

- We will implement regular **feedback loops** to assess the effectiveness of our instructional strategies. This will include:
 - **Teacher surveys** to gather input on the challenges and successes they experience with the new strategies.
 - **Student performance data** to evaluate whether instructional approaches are meeting the needs of all students.
 - **Leadership walk-throughs** to observe how strategies are being implemented in classrooms.
- **Data-Driven Adjustments:**
We will use feedback and data to make **continuous adjustments** to the instructional plan, ensuring that it remains effective and aligned with the needs of students.

Conclusion

Expanding our instructional approach at Cedarcrest-Southmoor requires a **comprehensive, schoolwide effort** that focuses on building capacity, ensuring consistency across classrooms, and providing ongoing support for both educators and students. Through **collaborative structures, professional development, and data-driven decision-making**, we are creating a sustainable framework for high-quality instruction that will have a lasting impact on student achievement.

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

ChatGPT said:

At **Cedarcrest-Southmoor**, we are intentional and systematic in selecting **evidence-based strategies** that align with our school's academic priorities and student needs. Our process is rooted in the **U.S. Department of Education's definitions** of strong, moderate, and promising levels of evidence and guided by the results of our comprehensive **needs assessment**. This ensures that the strategies we implement are both **research-backed** and **relevant** to the specific challenges and goals identified for our school community.

1. Understanding Levels of Evidence

Before selecting strategies, we ensure that school leaders and instructional staff understand the three tiers of evidence:

- **Strong Evidence:** Supported by at least one well-designed and well-implemented experimental study.
- **Moderate Evidence:** Supported by at least one well-designed and well-implemented quasi-experimental study.
- **Promising Evidence:** Supported by at least one well-designed and well-implemented correlational study with statistical controls for selection bias.

This knowledge is used to evaluate potential programs, instructional practices, and interventions for implementation.

2. Grounding Strategy Selection in the Needs Assessment

Our **needs assessment** uses both **quantitative and qualitative data** sources to determine root causes of student performance trends. Sources include:

- DIBELS scores and literacy benchmarks
- State and district assessments
- Attendance and discipline data
- Classroom walkthrough data
- Stakeholder surveys (staff, parents, and students)
- Focus group feedback (teachers and grade-level teams)

Based on this analysis, we identified the following key instructional needs:

- **Improved foundational literacy in grades K–3**
- **Consistent Tier I instruction across all content areas**
- **Stronger interventions for students at risk of falling behind**

- **Professional development in instructional planning and student engagement**
-

3. Strategy Selection Process

We use a collaborative process involving the **Instructional Leadership Team (ILT)**, grade-level leaders, and teacher representatives to evaluate and select strategies:

A. Review of Evidence-Based Programs and Practices

We review strategies listed in sources such as:

- What Works Clearinghouse
- Evidence for ESSA
- State-recommended curriculum and programs
- Peer-reviewed education journals

We prioritize those that:

- Match the **root causes** identified in the needs assessment
- Show strong or moderate levels of evidence
- Have been successful in **demographically similar schools**

B. Evaluation Criteria for Strategy Selection

Each strategy is assessed for:

- **Level of supporting evidence (strong, moderate, promising)**

- **Alignment with school goals and student needs**
- **Feasibility of implementation (training, resources, time)**
- **Potential for sustainability**
- **Cultural and linguistic relevance to our student population**

4. Examples of Evidence-Based Strategies Selected

Need	Selected Strategy	Evidence Level	Rationale
Early literacy gaps (K–3)	<i>Heggerty Phonemic Awareness & Amplify CKLA</i>	Strong	Aligned with foundational reading skills; supports structured literacy
Inconsistent Tier I instruction	<i>NIET Teaching & Learning Standards Rubric</i> and cluster meetings	Moderate	Provides a consistent instructional framework across classrooms
Need for SEL and student engagement	<i>Second Step SEL Curriculum</i>	Promising	Supports SEL development and improved classroom behavior
Gaps in math achievement	<i>Eureka (Square)Zearn</i> and <i>Illustrative Mathematics</i>	Strong	Aligned with standards and supports conceptual understanding

5. Ongoing Monitoring and Adjustment

Once strategies are implemented, we have a system for **monitoring their impact**:

- **Formative assessment data reviews** (bi-weekly in PLCs)
- **ILT walkthroughs and implementation checklists**
- **Feedback from teacher teams and instructional coaches**
- **Quarterly reviews of benchmark data (DIBELS, district assessments)**

If a strategy does not show evidence of impact after a reasonable implementation period, it is either revised or replaced. This **continuous improvement loop** ensures that our strategies remain aligned to needs and are producing the intended outcomes.

6. Professional Development to Support Implementation

Selected strategies are embedded into our **professional learning plan**, including:

- **Initial training** during back-to-school PD days
- **Ongoing support** through weekly cluster meetings (NIET model)
- **Coaching cycles** and co-teaching to model effective use
- **Cross-grade vertical alignment sessions** for literacy and math

Conclusion

Cedarcrest-Southmoor ensures that all instructional and intervention strategies are selected **intentionally**, grounded in the **best available evidence**, and aligned to **clearly identified needs**. By matching **evidence levels** with our school context and monitoring implementation closely, we build a robust, responsive instructional model that supports continuous improvement and student growth.

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

At Cedarcrest-Southmoor, our **theory of action around structural configuration** is based on the belief that *when we intentionally organize our people, time, and resources to support high-quality instruction and collaboration, then we will create the conditions necessary to build an effective workforce and accelerate student achievement.*

This theory drives how we design our **schedules, leadership structure, staffing roles, and resource allocation** to reinforce our instructional priorities and support adult learning across the building.

Key Structural Configuration Elements & How They Reinforce Our Instructional Work

1. Master Schedule Design That Prioritizes Collaboration and Intervention

- **Protected Time for Cluster Meetings (NIET Model):**
Our master schedule includes weekly, uninterrupted time for **cluster meetings**, allowing teachers to engage in **job-embedded professional learning**, analyze student work, and refine instructional practices. This reinforces the development of an effective workforce by providing consistent, high-impact professional development.
- **Dedicated Intervention & Acceleration Blocks:**
The schedule includes daily RTI blocks to deliver Tier II and Tier III interventions without pulling students from Tier I instruction. This structure supports **data-driven instruction** and ensures that all students receive the right level of support.
- **Time for Common Planning:**
Grade-level teams have scheduled **common planning periods** to support **collaborative lesson planning** and **vertical alignment**, ensuring instructional coherence across classrooms.

2. Instructional Leadership Structure That Distributes Capacity

- **Instructional Leadership Team (ILT):**
The ILT consists of the principal, assistant principal, instructional coach, master teachers, and grade-level leads. The team meets regularly to:

- Monitor instructional quality through walkthroughs and data analysis.
- Lead coaching cycles and facilitate cluster meetings.
- Align instructional priorities across the school.
- This distributed leadership model **builds internal capacity** and ensures **sustained instructional leadership**, even with potential changes in staff or administration.
- **Teacher Leaders in Strategic Roles:**
Teachers with strong instructional capacity serve as **mentors**, **cluster facilitators**, and **model classroom hosts**, creating peer-led professional development and promoting a culture of **collective ownership** for student learning.

3. Flexible Staffing to Maximize Impact

- **Strategic Use of Support Personnel:**
Interventionists, paraprofessionals, and SPED/ELL support staff are strategically deployed based on **student performance data**. This ensures small-group instruction and academic supports are targeted and efficient.
- **High-Need Grade Level Support:**
Grade levels with greater needs (e.g., based on DIBELS or LEAP data) may receive **additional personnel** or **reduced class sizes** when possible, to support differentiated instruction and classroom management.

4. Integration of Technology and Learning Environments

- **Blended Learning Environments:**
Technology tools are embedded in instructional planning to support **personalized learning**, digital assessments, and real-time progress monitoring.
- **Learning Spaces:**
Classrooms, intervention rooms, and common areas are configured to support small group instruction, student collaboration, and movement-based learning, especially in early grades.

5. Alignment of Budget and Resources to Structure

- Title I and other federal/state funding are used to:
 - Hire instructional support staff (e.g., paraprofessionals)
 - Fund professional development aligned to cluster topics
 - Purchase curricular and digital tools that reinforce Tier I instruction
 - Provide stipends for extended planning and leadership roles
-

Intended Outcomes of Our Structural Configuration

By aligning our structural configuration to our instructional goals, Cedarcrest-Southmoor ensures that:

- Educators have the **time, space, and support** to grow in their practice.
- Students receive **targeted instruction** that meets their needs.
- Leadership is **distributed**, sustainable, and focused on instructional improvement.
- All elements of the school day reinforce a **culture of learning** for both adults and children.

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

At Cedarcrest-Southmoor, the supports and interventions we plan to implement are directly aligned with the **academic, behavioral, and instructional needs** identified through our comprehensive needs assessment. These strategies are designed to close achievement gaps, strengthen Tier I instruction,

and provide targeted support for struggling students.

Identified Needs (from Needs Assessment)

- **Literacy Gaps in K–3:** Many students are below benchmark on DIBELS, indicating foundational reading deficits.
- **Unfinished Learning in Math (Grades 3–5):** State and district assessments show gaps in conceptual understanding and procedural fluency.
- **Inconsistent Tier I Instruction:** Observations revealed variability in instructional quality and student engagement across classrooms.
- **Need for Stronger Tier II and Tier III Interventions:** Struggling students require more intensive, structured support.
- **Social-Emotional and Behavioral Challenges:** An increase in classroom disruptions and office referrals highlights the need for SEL and behavior supports.

Planned Supports and Interventions

Area of Need	Intervention/Support	Purpose	Evidence Level
Foundational Literacy (K–3)	95% Group Phonics, Heggerty Phonemic Awareness, Amplify CKLA	Systematic, explicit instruction in phonemic awareness and phonics	Strong
Reading Interventions (Grades 1–5)	Leveled Literacy Intervention (LLI), S.P.I.R.E.	Tier II and III pull-out groups for struggling readers	Moderate
Math Gaps	Zearn, Illustrative Math, small-group guided math	Build fluency, conceptual understanding, and personalized remediation	Strong

Unengaged Learners in Tier I	NIET Instructional Rubric, Cluster Meetings, student engagement strategies PD	Strengthen teacher instructional practices and planning	Moderate
Tier II & Tier III RTI Structures	Daily RTI block, MTSS data meetings, progress monitoring using Acadience/DIBELS	Ensure struggling students receive targeted interventions without missing core instruction	Promising
Behavior & SEL Supports	Second Step SEL Curriculum, PBIS incentives, Behavior Intervention Plans	Support students' emotional regulation, reduce disruptions, and build positive climate	Promising
Students with Disabilities/ELLs	Co-teaching models, differentiated instruction, scaffolded materials	Ensure access to grade-level content and accommodations	Promising
Teacher Development	Instructional coaching, co-planning sessions, observation-feedback cycles	Build teacher capacity to meet diverse student needs	Moderate

How These Interventions Are Integrated Into School Structures

- **RTI Block:** Daily, dedicated time for all students to receive either enrichment or intervention based on their needs.
- **Cluster Meetings (NIET):** Weekly, job-embedded professional learning where teachers analyze student work and plan targeted instruction.
- **ILT Monitoring:** The Instructional Leadership Team regularly reviews intervention data, walkthrough evidence, and student progress to adjust supports as needed.
- **Parent Communication:** Families are engaged in intervention plans through goal-setting meetings, progress updates, and at-home learning resources.

Expected Outcomes

By implementing these targeted supports and evidence-based interventions, Cedarcrest-Southmoor expects to:

- Increase the percentage of students meeting DIBELS and LEAP proficiency benchmarks.
- Improve Tier I instructional consistency and effectiveness across classrooms.
- Reduce the number of students requiring Tier III supports by strengthening Tier I and II.
- Foster a more positive, supportive, and engaging school climate for all learners.

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

At **Cedarcrest-Southmoor**, we use a deliberate and collaborative process to **select evidence-based strategies** that are aligned with our school's identified needs and improvement goals. We base our decisions on the **ESSA tiers of evidence** (Strong, Moderate, Promising), and we ensure the strategies we choose are both **research-supported** and **relevant to our student population and instructional context**.

Step-by-Step Strategy Selection Process

1. Rooted in the Needs Assessment

We begin by identifying academic, behavioral, and instructional challenges through a comprehensive analysis of:

- DIBELS, LEAP, and district assessment data
- Walkthrough and observation trends
- Teacher and parent survey results
- RTI/MTSS progress monitoring data

This allows us to pinpoint the root causes of learning gaps and instructional challenges.

2. Aligning with ESSA Levels of Evidence

We ensure all strategies meet one of the ESSA evidence tiers:

- **Strong Evidence:** Backed by at least one well-designed experimental study
- **Moderate Evidence:** Supported by at least one quasi-experimental study
- **Promising Evidence:** Supported by correlational studies with statistical controls

We prioritize **Strong and Moderate** strategies for Tier I and Tier II interventions and instructional improvement. **Promising** strategies are used to support SEL, engagement, and supplemental supports.

3. Cross-Referencing Trusted Databases

We use trusted resources to verify the level of evidence for each strategy:

- **What Works Clearinghouse**
 - **Evidence for ESSA**
 - **NIET Best Practices**
 - **State-approved curriculum and intervention lists**
 - **Vendor-provided research aligned with ESSA standards**
-

4. Filtering Based on School Context and Feasibility

Before implementation, each strategy is evaluated based on:

- Relevance to our specific student demographics (e.g., high ELL, SPED population)
- Teacher capacity and professional development needs
- Resource availability (staff, time, funding)
- Alignment with ongoing schoolwide initiatives (e.g., NIET framework, MTSS)

Examples of Evidence-Based Strategies Selected

Strategy	Focus Area	ESSA Level	Reason for Selection
Amplify CKLA	K–3 literacy	Strong	Addresses foundational reading skill gaps based on DIBELS data
95% Phonics	Tier II Reading Intervention	Moderate	Phonics intervention for below-benchmark students
Zearn Math	Math enrichment and remediation	Strong	Personalized and aligned to state standards
Leveled Literacy Intervention (LLI)	Reading intervention Grades 1–5	Moderate	Targets fluency, comprehension, and decoding
Second Step SEL	Social-emotional learning	Promising	Supports classroom behavior and self-regulation

NIET Cluster Meetings	Instructional capacity-building	Moderate	Builds consistent instructional practices across classrooms
------------------------------	---------------------------------	----------	---

Monitoring and Adjustment

The Instructional Leadership Team (ILT) continuously reviews implementation and impact through:

- Student progress data
- Teacher feedback and walkthroughs
- Cluster discussions and adjustment cycles

If a strategy does not yield desired outcomes or fit our context, we revise or replace it.

Why This Matters

By rigorously selecting strategies based on **evidence strength, contextual fit, and alignment with student needs**, Cedarcrest-Southmoor ensures that:

- Instructional time and resources are used efficiently
- Teachers are supported with high-impact tools and training
- Students receive interventions that are proven to improve learning outcomes

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

At Cedarcrest-Southmoor, we use a deliberate and collaborative process to select evidence-based strategies that are aligned with our school's identified needs and improvement goals. We base our decisions on the ESSA tiers of evidence (Strong, Moderate, Promising), and we ensure the

strategies we choose are both research-supported and relevant to our student population and instructional context.

Step-by-Step Strategy Selection Process

1. Rooted in the Needs Assessment

We begin by identifying academic, behavioral, and instructional challenges through a comprehensive analysis of:

- DIBELS, LEAP, and district assessment data
- Walkthrough and observation trends
- Teacher and parent survey results
- RTI/MTSS progress monitoring data

This allows us to pinpoint the root causes of learning gaps and instructional challenges.

2. Aligning with ESSA Levels of Evidence

We ensure all strategies meet one of the ESSA evidence tiers:

- **Strong Evidence:** Backed by at least one well-designed experimental study
- **Moderate Evidence:** Supported by at least one quasi-experimental study
- **Promising Evidence:** Supported by correlational studies with statistical controls

We prioritize Strong and Moderate strategies for Tier I and Tier II interventions and instructional improvement. Promising strategies are used to support SEL, engagement, and supplemental supports.

3. Cross-Referencing Trusted Databases

We use trusted resources to verify the level of evidence for each strategy:

- What Works Clearinghouse
- Evidence for ESSA
- NIET Best Practices
- State-approved curriculum and intervention lists
- Vendor-provided research aligned with ESSA standards

4. Filtering Based on School Context and Feasibility

Before implementation, each strategy is evaluated based on:

- Relevance to our specific student demographics (e.g., high ELL, SPED population)
- Teacher capacity and professional development needs
- Resource availability (staff, time, funding)
- Alignment with ongoing schoolwide initiatives (e.g., NIET framework, MTSS)

Examples of Evidence-Based Strategies Selected

Strategy	Focus Area	ESSA Level	Reason for Selection
----------	------------	------------	----------------------

Amplify CKLA	K–3 literacy	Strong	Addresses foundational reading skill gaps based on DIBELS data
95% Phonics	Tier II Reading Intervention	Moderate	Phonics intervention for below-benchmark students
Zearn Math	Math enrichment and remediation	Strong	Personalized and aligned to state standards
Leveled Literacy Intervention (LLI)	Reading intervention Grades 1–5	Moderate	Targets fluency, comprehension, and decoding
Second Step SEL	Social-emotional learning	Promising	Supports classroom behavior and self-regulation
NIET Cluster Meetings	Instructional capacity-building	Moderate	Builds consistent instructional practices across classrooms

Monitoring and Adjustment

The Instructional Leadership Team (ILT) continuously reviews implementation and impact through:

- Student progress data
- Teacher feedback and walkthroughs
- Cluster discussions and adjustment cycles

If a strategy does not yield desired outcomes or fit our context, we revise or replace it.

Why This Matters

By rigorously selecting strategies based on evidence strength, contextual fit, and alignment with student needs, Cedarcrest-Southmoor ensures

that:

- **Instructional time and resources are used efficiently**
- **Teachers are supported with high-impact tools and training**
- **Students receive interventions that are proven to improve learning outcomes**

Critical Categories

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

How is your school establishing or continuing internal routines?

At **Cedarcrest-Southmoor**, we are establishing and strengthening internal routines to create a consistent, collaborative, and data-driven school culture that supports high-quality instruction and student achievement. These routines are designed to ensure that all staff members are aligned to our schoolwide goals, instructional priorities, and accountability systems.

Internal Routines in Place and in Progress

1. Instructional Leadership Team (ILT) Meetings

- **Frequency:** Weekly
- **Purpose:** To monitor instructional progress, review student achievement data, and align supports for teachers.
- **Impact:** Promotes shared leadership and timely decision-making around curriculum, instruction, and interventions.

2. NIET Cluster Meetings (Weekly Collaborative PD)

- **Frequency:** Weekly (protected time in master schedule)

- **Structure:**
 - Review student work
 - Analyze data related to a specific instructional focus
 - Study and practice high-impact teaching strategies
 - Plan for immediate classroom implementation
- **Impact:** Builds teacher capacity, ensures consistency in instructional practices, and promotes continuous improvement.

3. Common Planning and Grade-Level PLCs

- **Frequency:** Weekly
- **Focus:** Curriculum alignment, lesson planning, progress monitoring, and student grouping.
- **Support:** Instructional coach and administrators may join to provide guidance and resources.
- **Impact:** Supports horizontal alignment and collaboration around instruction and assessments.

4. Observation and Feedback Cycles

- **Structure:**
 - Walkthroughs and formal observations are conducted regularly using the **NIET rubric**.
 - Teachers receive timely feedback tied to their instructional goals.
 - Follow-up coaching sessions or modeling provided as needed.
- **Impact:** Drives reflective practice and instructional growth.

5. Data Meetings (RTI/MTSS Progress Monitoring)

- **Frequency:** Bi-weekly or monthly
- **Participants:** Teachers, interventionists, SPED staff, administration
- **Purpose:** To review DIBELS, formative assessments, and behavior data to adjust instruction and interventions.
- **Impact:** Ensures students are grouped appropriately and receiving the correct tier of support.

6. Schoolwide Morning Routine and Transitions

- **Examples:**
 - Consistent morning meeting procedures
 - Behavior expectations and transitions taught and practiced across grade levels
 - Daily announcements that include affirmations, goals, and expectations
- **Impact:** Creates a positive school culture and reinforces norms and expectations for all students.

7. Family Communication and Engagement

- **Routines:**
 - Weekly classroom newsletters or communication folders
 - Monthly parent updates from the principal
 - Parent involvement in goal-setting and intervention planning
 - **Impact:** Builds trust and partnership between school and families.
-

Why These Routines Matter

These routines:

- Support **instructional coherence**
- Build a **professional culture of collaboration and accountability**
- Ensure **timely responses** to student data
- Promote **shared leadership** and sustainable systems

How is your school establishing or continuing routines with stakeholders?

At **Cedarcrest-Southmoor**, we are intentional about establishing and continuing strong, consistent routines with stakeholders—including staff, families, community partners, and district leaders—to ensure transparency, shared ownership, and sustained focus on school improvement. These routines are designed to **build trust, promote two-way communication, and engage all stakeholders** in supporting student achievement.

Stakeholder Routines That Are in Place or Being Strengthened

1. Parent and Family Engagement Routines

- **Monthly Family Communication:**
 - Principal newsletters with key updates, celebrations, and next steps.
 - Class Dojo, Remind, and weekly folders used for classroom-level updates.
- **Quarterly Family Nights:**
 - Literacy, Math, and STEM Nights to showcase student work and provide hands-on learning opportunities for families.
- **Parent Goal-Setting Conferences:**

- Teachers meet with families to review student progress and set academic goals, especially for students in Tier II and III.

- **Open House and Curriculum Orientation:**

- Early in the school year to align parent understanding of grade-level expectations and supports.

2. Staff Engagement and Communication Routines

- **Weekly Faculty Newsletters:**

- Sent by the principal with reminders, celebrations, deadlines, and instructional priorities.

- **ILT and Grade-Level Representation:**

- Staff voices are represented through participation in the Instructional Leadership Team and teacher-led committees.

- **Consistent Meeting Structures:**

- Cluster meetings (weekly)
- Grade-level PLCs (weekly)
- RTI/Data meetings (biweekly/monthly)
- Staff huddles or stand-up meetings (as needed)

3. Community Partnerships

- **Partnership Coordination Meetings:**

- Regular check-ins with community-based organizations (e.g., mentoring programs, church partners, non-profits) to align services with student needs.

- **Volunteer and Mentorship Programs:**

- Community stakeholders are invited to support literacy, mentoring, and campus beautification.

- **Shared Calendar of Events:**

- Posted in newsletters, on the website, and shared with partners so they can participate or contribute to school events.

4. Student Voice and Leadership

- **Student Leadership Council:**

- Students participate in school decision-making, community service, and peer mentorship.

- **Student-Led Conferences:**

- Used in upper grades to help students take ownership of their learning goals and progress.

5. Feedback and Input Opportunities

- **Surveys:**

- Parent, student, and teacher surveys used after key events and quarterly to gather feedback.

- **Stakeholder Planning Committees:**

- Parents and community members serve on schoolwide planning teams and School Improvement Plan committees.

- **Town Hall Meetings / Coffee with the Principal:**

- Held throughout the year to provide updates, answer questions, and gather feedback from families and community members.

Why These Routines Matter

These stakeholder routines ensure that:

- Everyone feels **informed, valued, and empowered** to contribute.
- Input from various perspectives is used to **shape decisions**.
- Trust is built through **transparency and consistency**.
- Students benefit from a **unified support system** across school and home.

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

At **Cedarcrest-Southmoor**, we conduct an **annual, transparent process** to review our schoolwide plan, share progress with stakeholders, and make revisions as necessary. This process ensures our plan remains a **living document**, grounded in data, and responsive to student and school needs.

Annual Review and Revision Process of the Schoolwide Plan

1. End-of-Year Data Review

- **When:** May–June (after LEAP, DIBELS, and final district assessments)
- **Who:** Instructional Leadership Team (ILT), grade-level leads, interventionists, and administrators
- **What:**
 - Analyze student achievement and growth data
 - Review RTI effectiveness, discipline trends, attendance, and teacher observation data
 - Identify areas of progress and persistent gaps
- **Outcome:** Draft priorities and recommendations for the next school year

2. Stakeholder Feedback Collection

- **Methods:**
 - **Parent Surveys** (satisfaction, engagement, perceptions of student learning)
 - **Staff Surveys and Focus Groups**
 - **Student Voice Surveys** (for upper elementary)
 - **End-of-Year Stakeholder Planning Meeting** (including community partners)
 - **Purpose:** Gather insight on plan implementation, effectiveness of interventions, and unmet needs
-

3. Public Sharing of Progress

- **Annual Title I Meeting** (beginning of school year):
 - Overview of schoolwide plan, prior-year data, and planned strategies
 - **School Website and Newsletters:**
 - Summary of schoolwide goals and performance updates shared in family-friendly language
 - **School Improvement Bulletin Board** (in main office or parent center):
 - Ongoing display of key goals, interventions, and milestones
-

4. Plan Revision and Alignment

- **When:** July–August (before the new school year)

- **How:**
 - ILT and planning teams revise goals, strategies, and benchmarks based on year-end analysis and stakeholder input
 - Adjust interventions, instructional practices, and professional development priorities
 - Ensure alignment with Title I funding and other available resources
 - **Crosswalk:** Updated plan is aligned with NIET focus areas, district initiatives, and ESSA evidence-based strategies
-

5. Ongoing Monitoring Throughout the Year

- **Quarterly Checkpoints:** ILT monitors progress toward schoolwide goals and makes mid-year adjustments if needed
 - **Cluster Meeting Reflections:** Teachers review implementation of strategies and share feedback during weekly PD
 - **RTI/Data Meetings:** Ensure alignment of student support strategies to schoolwide goals
-

Why This Matters

By engaging in this annual review cycle, Cedarcrest-Southmoor ensures:

- The schoolwide plan is **data-driven, relevant, and actionable**
- All stakeholders are **informed and involved**
- Adjustments are made proactively to **improve outcomes for all students**

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

At Cedarcrest-Southmoor, we are committed to making our **schoolwide plan accessible, understandable, and transparent** to all stakeholders—including teachers, paraprofessionals, parents, and the community—while meeting the requirements set forth by **Louisiana law** and federal Title I guidelines.

How the Plan Is Shared and Made Available

1. Posted Online

- The **full schoolwide plan** is posted on our **school website** in a clearly labeled section (e.g., *School Improvement Plan / Title I*).
- A **simplified summary version** is also available for families, highlighting key goals, strategies, and ways parents can be involved.

2. Paper Copies Available

- **Paper copies** of the plan are available in the **front office, Parent Resource Center, and faculty workroom**.
 - Copies can be provided upon request at **parent conferences, family nights**, or by contacting school administration.
-

Understandable Language for Families

3. Parent-Friendly Summary

- A **2-page summary** of the schoolwide plan is distributed to families at:
 - The **Annual Title I Parent Meeting**
 - **Back-to-School Night**
 - **Parent-Teacher Conferences**
- The summary includes:

- School’s vision and goals
- Academic priorities
- Key strategies and interventions
- Parent engagement opportunities

4. Language Accessibility

- Materials are translated into **Spanish and other languages** spoken by our families, to the extent practicable.
- Parents with limited English proficiency are offered **interpreters** during meetings and events.
- We work with the **district’s translation services** to ensure compliance with **ESSA and Louisiana law** regarding accessibility.

Staff Access and Alignment

5. Staff Review and Use

- Teachers and paraprofessionals review the plan during **pre-service professional development** and receive updates during:
 - Cluster meetings
 - Faculty meetings
 - Grade-level PLCs
- The plan is also included in the **staff handbook** or posted in the school’s **shared drive**.

6. Ongoing Reference

- The instructional leadership team and cluster facilitators consistently reference the plan when:
 - Planning PD
 - Monitoring instruction
 - Reviewing data
 - Aligning RTI or behavior supports

Why This Approach Works

- Ensures **compliance** with Louisiana state and federal Title I requirements
- Promotes **shared ownership** among staff, families, and the community
- Builds **transparency** and strengthens **home-school partnership**

How is your school structured for sustainability, including how the school will coordinate and integrate the activities outlined in this plan with other federal, state and local services, resources and programs (i.e. other federal grant programs, health and nutrition programs, culture/climate programs, career and technical education programs)?

At **Cedarcrest-Southmoor**, our school is structured for long-term **sustainability and impact** by strategically coordinating and integrating federal, state, and local programs to support student achievement, teacher effectiveness, and whole-child development. We are intentional in leveraging **resources, personnel, and initiatives** to ensure all activities outlined in the schoolwide plan are aligned, not siloed, and can be maintained over time.

Coordination and Integration of Programs

1. Title I – Schoolwide Program

- Uses:

- Fund interventionists, paraprofessionals, and instructional coaches
- Provide professional development aligned with NIET and academic goals
- Purchase evidence-based instructional materials

- **Integrated With:**

- Cluster meetings, RTI implementation, and parent engagement events

2. Title II – Supporting Effective Instruction

- **Supports:**

- Professional development for teachers and leaders
 - NIET implementation (cluster facilitation, observation and feedback)
 - Instructional Leadership Team development

- **Alignment:**

- Directly supports the school's theory of action around talent development and instructional excellence

3. Title III – English Learners (if applicable)

- **Supports:**

- ESL teacher and resources for multilingual learners
 - Training on culturally and linguistically responsive instruction

- **Integration:**

- EL supports embedded in classroom instruction, RTI, and parent outreach efforts

4. IDEA – Special Education

- **Uses:**
 - Support inclusion models, co-teaching, and resource services
 - Fund paraprofessionals and support staff
 - **Coordination:**
 - SPED staff actively participate in cluster meetings and RTI/data reviews
-

Other Key Programs and Services

5. Child Nutrition Program

- Provides breakfast, lunch, and snacks for all students
- Ensures students have access to meals that support learning and health
- Integrated with our PBIS and SEL routines (e.g., breakfast in the classroom)

6. Mental Health & Social-Emotional Supports

- Partnership with school-based mental health providers and counselors
- Use of PBIS, daily SEL routines, and trauma-informed practices
- Integrated with Tier I–III behavior and social-emotional interventions

7. ESSER/ARP Funds (as applicable)

- Temporary funds used to expand intervention staff, purchase technology, and offer after-school or summer programs
- Strategies funded are designed to be **sustained** by shifting to Title I or general fund over time

8. Community & Family Engagement Programs

- Collaborate with local non-profits, faith-based groups, and business partners
- Use volunteers, mentors, and family support services to extend school capacity
- Engagement work aligns with Title I parent involvement goals

Sustainability Strategies

- **Blended Funding Approach:** Budgeting intentionally across Title I, II, III, IDEA, and local funds to prevent dependency on any one funding source.
- **Capacity Building:** Ongoing PD and coaching ensure instructional quality is sustained, even with staff turnover.
- **ILT and Cluster Models:** Create embedded leadership and PD structures that don't rely on external consultants.
- **Multi-Tiered Systems of Support (MTSS):** Ensures academic and behavioral interventions are implemented schoolwide using existing staff and data protocols.
- **Monitoring for Impact:** Regular data reviews ensure programs are adjusted for effectiveness and aligned with schoolwide goals.