



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

Pre-Kindergarten - 5th Grade

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2026 - 2027

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
Data Types	7
Comprehensive Needs Assessment	8
Schoolwide Goals	14
CORE ACADEMICS - ELA	15
CORE ACADEMICS - Mathematics	17
CORE ACADEMICS - Science	19
CORE ACADEMICS - Social Studies	21
Non-CORE Academics	23
Student Subgroups and Student Attendance	24
Student Opportunities - High Schools ONLY	25
PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics	26
STUDENT SUPPORT SERVICES	27
MULTI-TIERED SYSTEM OF SUPPORT	28
PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics	31
Instruction by Certified Teachers – Certified Teacher Recruitment	32
Transition to Next-Level School Programs	33

District Assurance

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

(Component 1): Family and Stakeholder Engagement

(Component 2): Comprehensive Needs Assessment

(Component 3): Strategies for Improvement

(Component 4): Student Support Services

(Component 5): Student Opportunities

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

(Component 7): Professional Development

(Component 8): Student Transition

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

Principal Ms. Sharon C. Thomas	Date
Executive Director Ms. Demetric Alexander	Date

Faculty and Staff Review

[illegible]

Louisiana's Goals and Priorities

Educational Priorities

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

Six Critical Goals

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

Louisiana Believes:

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

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

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

School's Mission

At Cedarcrest-Southmoor Elementary, our mission is to ensure every Bluejay **grows** academically, **achieves** grade-level mastery, and thrives in a safe, inclusive, and student-centered environment. Through high-quality Tier I instruction, targeted MTSS supports, and strong family partnerships, we are committed to advancing student progress and proficiency, ensuring all students grow and achieve at every grade level.

School's Vision

Cedarcrest-Southmoor Elementary will be a high-performing, student-centered school where every Bluejay grows annually and achieves grade-level mastery. Through rigorous Tier I instruction, inclusive practices, and data-driven support, we will increase both Grow and Achieve outcomes for all students.

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>	• ILT questionnaires	• 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 • DIBELS • iReady Assessments • ELA & Math • Benchmark Assessments • STAR (3rd - 5th Grade) • LEAP 360: Interim Assessments	• Student Surveys • Student Focus Groups	• Classroom Observations • Walkthroughs • Discipline Rates • Attendance Rates	• School Report Cards • Demographics • Subgroup Components • Climate Surveys • Score Cards
<i>Parents</i>		• Parent Surveys • Parent Interviews	• Attendance Rates (school participation)	• Demographics

NOTE: Examples of each data type are provided. Other data sources may be utilized.

Comprehensive Needs Assessment SY 2026-2027 Schoolwide Planning

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

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
621	329	51	7	228	63	556	29	189	39
Percentage	53%	8.3%	1.1%	37%	10%	91%	4%	30%	6%

School Performance Score

2025-2026 Simulated SPS Score and Letter Grade	C
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Pre-Kindergarten EOY Data (delete if not needed)							
TS GOLD Measure	Skill Objective	% Below Expectations		% Meeting Expectations		% Exceeding Expectations	
		2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
	Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition.	26%	25%	43%	42%	18%	33%
	Objective 16 Demonstrates knowledge of the alphabet	12%	13%	48%	52%	40%	35%
	Objective 17 Demonstrates knowledge of print and its uses.	31%	29%	40%	41%	29%	30%
	Objective 18 Comprehends and responds to books and other texts		26%		42%		32%
	Objective 19 Demonstrates writing skills		30%		50%		20%
	Objective 20 Uses number concepts and operations		20%		56%		24%

K-3 Literacy EOY Data (in %) (delete if not needed)									
DIBELS	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
	Grade K	33%		11%		27%		29%	
	Grade 1	30%		13%		25%		32%	
	Grade 2	31%		5%		32%		32%	
	Grade 3	16%		17%		23%		44%	

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
Schoolwide	18.0%		50.5 %		30.9 %	
Grade K	0%		39.5%		60.5%	
Grade 1	12.5%		50%		37.5%	
Grade 2	9.7%		67.7%		22.6%	
Grade 3	37.5%		50%		12.5%	
Grade 4	48%		36%		16%	
Grade 5	11.1%		55.6%		33.3%	

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
5		86		3	

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	Student Engagement During Small Group Instruction	Classroom Walkthrough Data, PLC Artifacts, LER Observations, Progress monitoring
2.	Early Literacy Intervention System	MTSS Documentation (High Dosage Tutoring) Intervention Rosters, DIBELS Progress Monitoring
3.	ESS Inclusion and Co-Teaching Implementation	IEP Service Logs, Classroom Walkthrough Data, PLC Artifacts, LER Observations

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: Implementation of structured workstation rotations and teacher-led small groups.	
Instrument(s): LER Walkthrough Tool, Student Work Samples, PLC Meeting Notes	
Data Type: 1. Behavioral 2. Cognitive 3. Cognitive	Findings 1. Walkthrough observations indicate students actively participating in literacy and math workstations across grade levels. 2. Teachers consistently provide targeted small group instruction aligned to student skill deficits identified through assessment data. 3. Student work samples demonstrate evidence of task completion and understanding during center rotations.

Contributing Factor: Implementation of MTSS structures to support struggling readers.	
Instrument(s): MTSS Documentation, Intervention Rosters, and DIBELS Progress Monitoring	
Data Type: 1. Archival 2. Cognitive 3. Archival	Findings 1. Intervention groups are regularly progress monitored using DIBELS. 2. Students identified for support receive Tier II and Tier III literacy intervention blocks. 3. Data meetings during PLCs ensure instructional decisions are driven by student performance data.

Contributing Factor: ESS Inclusion and Co-Teaching Implementation	
Instrument(s): IEP Service Logs, Classroom Walkthrough Data & Teacher Feedback	

Data Type: 1. Arcjival 2. Behavioral 3. Attitudinal	Findings 1. Walkthrough observations confirm ESS teachers supporting instruction in general education classrooms. 2. Teachers report increased confidence in implementing differentiation strategies for diverse learners. 3. ESS referral rates have decreased due to stronger Tier I supports and inclusive practices.
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Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	Reading Comprehension and Written Responses	LEAP 2025 ELA, iReady Diagnostic
2.	Math Problem Solving and Multi-Step Word Problems	LEAP 2025 Math, Eureka Math Assessments, ZEARL
3.	Student Accountability During Workstations	Walkthrough Data, Student Work Samples

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: Students demonstrate difficulty analyzing text and responding to comprehension questions using evidence.	
Instrument(s): LEAP 2025 ELA Assessments, Walkthrough Data, Work Samples, iReady Diagnostic	
Data Type: 1. Cognitive 2. Cognitive 3. Archival	Findings 1. A significant percentage of students scored Below Basic or Approaching Basic on reading comprehension standards requiring analysis and written responses. 2. Data indicate gaps in vocabulary, inferencing, and text analysis skills across multiple grade levels. 3. Student responses often lack evidence from the text and demonstrate limited explanation of ideas.

Contributing Factor: Students struggle to apply mathematical concepts when solving complex word problems.	
Instrument(s): LEAP 2025 Math, Classroom Walkthroughs, PLC Data Meetings	
Data Type: 1. Cognitive 2. Behavioral 3. Archival	Findings 1. Students demonstrated lower performance on problem-solving and application standards compared to computation skills. 2. Observations indicate students often rely on procedural steps without demonstrating conceptual understanding. 3. Teachers identified word problem comprehension and mathematical reasoning as persistent instructional challenges.

Contributing Factor: Workstations lack consistent accountability structures to ensure students are demonstrating understanding.	
Instrument(s): Walkthrough Observations, Center Rotation Charts, Student Work Samples, Teacher Feedback	

Data Type: 1. Behavioral 2. Archival 3. Cognitive	Findings 1. In several classrooms, students engaged in digital platforms (Epic, AR, iReady) without a clear accountability task. 2. Some classrooms had rotation charts but lacked clear written directions or expected outcomes for centers. 3. Limited evidence of written responses or comprehension checks connected to independent reading tasks.
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Schoolwide Goals

Overall Goal: By the end of the 2026-2027 school year, Cedarcrest-Southmoor SPS will increase from 43.2 to 50 as measured by Louisiana’s Accountability System. *(Use the Simulated SPS)*

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	54.2% A	56% A	Math	30.9% D	32.7 C	Graduation Rate		
English	63.7% A	68% A	English	44.8% B	46% B	Read based on a nationally recognized exam		
Math growth for the lowest 25% of students	48.8% B	50% B	Science	12.2% F	32.7 C	Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students	70.9% B	72% A	Social Studies	15% F	32.7 C			
English Language Acquisition (ELL)	48.2% B	50% B						

CORE ACADEMICS - ELA	Tier 1 Resources: CKLA, and iReady Magnetic Reading;
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Strengthening foundational literacy skills and reading comprehension to improve student achievement and language development across all grade levels. - Data trends indicate that students demonstrate stronger decoding skills than comprehension and written response skills, particularly among students in the bottom 30% and English Learners. - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
ELA Focus Area	Reading comprehension, vocabulary development, and evidence-based written responses aligned to grade-level texts. Instruction will focus on: - Text-dependent questioning - Academic vocabulary development - Student writing about reading - Structured literacy practices aligned to Tier 1 curriculum
DIBELS Focus Area	<u>K–1 Focus:</u> Phonemic awareness; Letter naming fluency; Phonics and decoding <u>2nd–3rd Focus:</u> Oral reading fluency; Accuracy; Reading comprehension
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from XX to XX on the Spring 2027 DIBELS EOY Assessment for the 2026-2027 school year. By Spring 2027, the percentage of K–3 students performing at or above benchmark on DIBELS literacy assessments will increase from XX% to XX% , with a particular focus on students identified in the bottom 30% and students receiving intervention.
ELA SMART Goal:	The ELA % Mastery and above will increase from XX to XX on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year. By Spring 2027, the percentage of students scoring Mastery or above on the LEAP 2025 ELA assessment will increase from XX% to XX% , and the percentage of students scoring Below Basic will decrease by X percentage points .

ELPT Focus Area	English language development with emphasis on academic vocabulary, reading comprehension, and writing skills to support content learning. <u>Focus areas include:</u> Listening and speaking in academic discussions Reading comprehension of complex texts Writing using academic language
ELPT SMART Goal:	By Spring 2027, the percentage of English Learners achieving proficiency or demonstrating growth on the ELPT assessment will increase from XX% to XX%, with targeted support provided through small-group language development instruction and integrated language supports within Tier 1 instruction.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
Cedarcrest-Southmoor Elementary will implement schoolwide strategies aligned to the Louisiana Education Priority: Academic Recovery and Acceleration to strengthen literacy instruction and improve academic outcomes for all students. The school will utilize high-quality instructional materials and data-driven practices to ensure that students receive rigorous, grade-level instruction and targeted support. To strengthen the academic program, teachers will implement Tier 1 curriculum, including CKLA, and iReady Magnetic Reading, Amplify Small Group Lessons to ensure alignment with the Louisiana Student Standards. Teachers will participate in professional learning communities (PLCs) where they analyze student performance data from DIBELS, iReady, ELPT, and LEAP 2025 assessments to identify instructional gaps and adjust teaching practices. School leaders will conduct walkthrough observations and provide feedback aligned to high-quality instructional practices. To increase the amount and quality of learning time, Cedarcrest-Southmoor will implement a structured literacy block that includes small-group instruction and targeted intervention time. Students identified as needing additional support will receive high-dosage	

tutoring and targeted literacy intervention during dedicated intervention blocks. These additional supports ensure students receive focused instruction that addresses skill deficits while maintaining access to grade-level content.

The school will also provide an enriched and accelerated curriculum by engaging students in grade-level texts, collaborative discussions, and writing tasks that deepen comprehension and vocabulary development. Teachers will provide opportunities for students to engage in project-based learning, literacy celebrations, and cross-curricular learning experiences to support a well-rounded educational experience.

To increase student achievement among underperforming subgroups, Cedarcrest-Southmoor will implement targeted strategies for English Learners, students with disabilities, and students identified in the bottom 30%. These supports include inclusive instructional practices, co-teaching models, small-group intervention, and language development supports for English Learners. Progress monitoring using DIBELS (Amplify), iReady, BOOST, and classroom assessments will ensure that instruction is adjusted to meet student needs.

Through these strategies, Cedarcrest-Southmoor aims to improve literacy outcomes, accelerate student learning, and ensure that all students have equitable access to high-quality instruction.

ACTION STEPS

Actions Steps & Progress Indicators

All action steps are designed to simultaneously increase ACHIEVE by improving grade-level proficiency and GROW by accelerating student progress, particularly for the lowest-performing students and English Learners. Instructional decisions will be driven by ongoing data analysis to ensure continuous improvement and alignment to Louisiana's accountability system.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Implement high-quality Tier 1 literacy curriculum (CKLA, iReady Magnetic Reading, MyView SaVVAS Amplify) aligned to the Louisiana Student Standards and strengthen the Academic Program Through Instructional Practices Explicit, systematic phonics and foundational skills (K–2)	Principal Thomas, AP Payne, AP Ezeff, Literacy Mentor Teacher Devall, Instructional Coach Patterson; Classroom Teachers	August 2026 – May 2027	Walkthrough observations, LER Alignment: Standards and Objectives; presenting, instructional content,	LEAP 2025 ELA scores, iReady growth data; DIBELS scores; progress monitoring scores	Federal Title I Federal Title III Schoolwide Budget

• Daily close reading of complex texts with text-dependent questions • Writing in response to text, emphasizing evidence and structured responses • Explicit modeling (I Do), guided practice (We Do), and independent practice (You Do) • Strategic use of academic discourse and questioning aligned to higher-order thinking • Writing in response to text using evidence-based strategies • Create a writing calendar (pacing) at the beginning of the school year. 3rd - 5th-grade writing will be in the Google classroom which can be monitored at all times.			questioning lesson plan reviews, PLC discussions Student work reflects grade-level rigor and text-based responses Increase in % of students at/above benchmark on DIBELS and proficiency on iReady • Weekly: PLC review of student work and formative assessme nts • Bi-weekly : Interventio n progress monitoring • Monthly: iReady and benchmar k data review • Quarterly: LEAP-alig ned assessme nts ILT meets bi-weekly to		
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			monitor ACHIEVE (proficiency) and GROW (student progress) .		
Conduct PLC meetings to analyze student performance data (DIBELS, iReady, ELPT, LEAP) and plan targeted instruction Analyzing DIBELS, iReady, ELPT, and LEAP data Identifying skill gaps (phonemic awareness, fluency, comprehension, vocabulary) Developing standards-based reteach plans and exemplar responses PLC Calendar 26 - 27	Principal Thomas, AP Payne, AP Ezeff, Literacy Mentor Teacher Devall; Instructional Coach Patterson; Classroom Teachers	Weekly PLC meetings throughout school year	PLC agendas, data analysis documents	Benchmark assessment results, DIBELS progress monitoring	Federal Title I Federal Title III Schoolwide Budget
Targeted Interventions for Underperforming Subgroups • Lowest 25% (ELA): ○ Daily small-group instruction focused on phonics, fluency, and comprehension ○ Frequent progress monitoring (bi-weekly DIBELS/iReady) • English Learners (ELs): ○ Explicit instruction in academic vocabulary and language structures ○ Sentence frames and structured discourse opportunities ○ Scaffolded reading and writing tasks aligned to ELPT domains	Payne, AP Ezeff, Literacy Mentor Teacher Devall; Instructional Coach Patterson; Classroom Teachers Kindergarten - 3rd grade Paraprofessional - burst Red and Low Yellow (Bottom 25%) 1st grade paraprofessional - burst Red and Low Yellow (Bottom 25%)	August 2026 – May 2027	DIBELS progress monitoring, walkthrough observations;	Increase in students meeting DIBELS benchmark; Increase in district CFA data	Federal Title I Federal Title III

● Students with Disabilities (SWD): ○ Inclusion support with scaffolded instruction and repeated guided practice ○ Alignment of IEP goals to literacy instruction ● Students scoring Basic/Below Basic: ○ Targeted reteach using LEAP-aligned tasks (Type II and III) ○ Additional intervention blocks and tutoring support					
Provide language development supports for English Learners, including small-group instruction and academic vocabulary development	ESL Teachers, Classroom Teachers, Instructional Coaches	August 2026 – May 2027	ELPT progress monitoring and language development assessments	ELPT proficiency and growth results	Federal Title III

CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka Math, Zearn, and iReady Math
<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	Developing conceptual understanding and problem-solving skills through standards-aligned instruction and consistent use of Tier 1 resources (Eureka Math, Zearn, and iReady Math) to increase student growth and achievement in mathematics.
Math SMART Goal:	3rd - 5th grade: Mastery and Above will increase from 28% to 45% on the LEAP 2025 Spring 2027 Assessment for the 2026–2027 school year.
Math Universal Screeners	K - 3rd grade: % Proficient UNIVERSAL SCREENER
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
Cedarcrest-Southmoor Elementary will implement a comprehensive, instructionally focused mathematics plan aligned to the Louisiana Education Priority: Academic Recovery and Acceleration. This plan is designed to strengthen Tier 1 instruction, increase learning time, provide enriched and accelerated learning opportunities, and implement targeted interventions to improve outcomes for	

all students, with a specific focus on underperforming subgroups.

Strengthening the Academic Program Through Instructional Practices

To strengthen the academic program, teachers will implement high-quality, standards-aligned instruction grounded in the Eureka Math curriculum, supported by Zearn and iReady Math as supplemental tools. Instruction will prioritize:

- Conceptual understanding, procedural fluency, and application, aligned to Louisiana Student Standards
- Daily use of explicit modeling (I Do), guided practice (We Do), and independent application (You Do)
 - Math Workstations and supports
- Implementation of mathematical discourse routines, including student explanation, justification, and critique of reasoning
- Strategic use of questioning techniques aligned to higher-order thinking (Type II and III tasks)
- Ongoing use of formative assessment (exit tickets, checks for understanding) to guide instruction

Teachers will internalize lessons during weekly PLCs to ensure clarity of standards, alignment of tasks, and anticipation of student misconceptions. Instruction will be monitored through weekly walkthroughs aligned to the Louisiana Educator Rubric (LER), with feedback provided to ensure consistent, high-quality implementation.

Increasing the Amount and Quality of Learning Time

The school will increase both the amount and quality of math instructional time by:

- Protecting a daily uninterrupted math block across all grade levels
- Implementing intervention/enrichment blocks (WIN time) to provide additional targeted support
- Incorporating Zearn and iReady personalized learning pathways to extend practice and reinforce skills
- Utilizing spiral review and daily math fluency routines to strengthen retention of previously taught standards
- Embedding math problem-solving opportunities across content areas when appropriate

Instructional time will be maximized through strong classroom management, clear routines, and immediate student engagement in meaningful mathematical tasks.

Providing an Enriched and Accelerated Curriculum

To ensure all students have access to a well-rounded and rigorous math experience, the school will provide enrichment and

acceleration through:

- Use of above-grade-level tasks and extension activities for students demonstrating mastery
- Implementation of Zearn advanced pathways and differentiated tasks within Eureka lessons
- Opportunities for collaborative problem-solving and math discussions that promote deeper understanding
- Integration of real-world applications and project-based learning tasks to enhance relevance and engagement

Acceleration will not replace grade-level instruction but will occur alongside it to ensure all students are consistently exposed to grade-level standards while being challenged appropriately.

Targeted Interventions for Underperforming Subgroups

The school will implement intentional, data-driven interventions aligned to the specific needs of underperforming subgroups, including:

- **Students in the Lowest 25% (Math):**
 - Daily small-group instruction focused on foundational skill gaps (number sense, operations, problem-solving)
 - Targeted use of iReady Teacher Toolbox lessons and scaffolded Eureka supports
 - Frequent progress monitoring (bi-weekly) to adjust instruction
- **Students with Disabilities (SWD):**
 - Co-teaching and inclusion support with scaffolded instruction, manipulatives, and visual models
 - Explicit instruction with chunked tasks and repeated guided practice
 - Alignment of IEP goals to grade-level standards and intervention plans
- **English Learners (ELs):**
 - Explicit instruction in **mathematical vocabulary and language structures**
 - Use of sentence frames to support mathematical discourse (e.g., “I solved this problem by...”)
 - Visual supports, modeling, and structured peer discussion opportunities
 - Small-group instruction targeting both language and math skill development
- **Students Scoring Basic/Below Basic on LEAP:**
 - Targeted reteach aligned to priority standards and common misconceptions
 - Practice with LEAP-aligned tasks (Type II and III) to build problem-solving stamina
 - Participation in additional intervention blocks and/or tutoring support

Progress Monitoring and Continuous Improvement

Student progress will be systematically monitored to ensure the effectiveness of all strategies:

- **Weekly:** PLC analysis of exit tickets, classwork, and formative assessments
- **Bi-weekly:** Progress monitoring for intervention groups (iReady and teacher-created assessments)
- **Monthly:** Data reviews of iReady diagnostics, Zearn progress, and unit assessments
- **Quarterly:** Benchmark analysis and adjustment of instructional plans

The Instructional Leadership Team (ILT) will meet **bi-weekly** to review both **ACHIEVE (proficiency)** and **GROW (student progress)** data, ensuring that instructional adjustments are made promptly and effectively.

Leadership Team - Long Range Plan/Calendar
 Determine workstations during PLC
 Determine Anchor Charts
 Determine additional mathematical strategies

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Strengthening the Academic Program Through Instructional Practices To strengthen the academic program, teachers will implement high-quality, standards-aligned instruction grounded in the Eureka Math curriculum, supported by Zearn and iReady Math as supplemental tools. Instruction will prioritize: • Conceptual understanding, procedural fluency, and application, aligned to Louisiana Student Standards • Daily use of explicit modeling (I Do), guided	Principal Thomas, AP Ezeff, AP Payne, Instructional Coach Patterson	August 2026 – May 2027	Classroom walkthroughs, lesson plan reviews, PLC discussions, observation feedback aligned to LER indicators	Increase in student mastery of grade-level standards and improved LEAP math proficiency	Federal Title I Federal Title III Schoolwide Budget

practice (We Do), and independent application (You Do) Implementation of mathematical discourse routines, including student explanation, justification, and critique of reasoning					
Targeted Interventions for Underperforming Subgroups The school will implement intentional, data-driven interventions aligned to the specific needs of underperforming subgroups, including: Students in the Lowest 25% (Math): - Daily small-group instruction focused on foundational skill gaps (number sense, operations, problem-solving) - Targeted use of iReady Teacher Toolbox lessons and scaffolded Eureka supports - Frequent progress monitoring (bi-weekly) to adjust instruction Students with Disabilities (SWD): - Co-teaching and inclusion support with scaffolded instruction, manipulatives, and visual models - Explicit instruction with chunked tasks and repeated guided practice - Alignment of IEP goals to grade-level standards and intervention plans English Learners (ELs):	Principal Thomas, AP Ezeff, AP Payne, Instructional Coach Patterson	August 2026 – May 2027	Zearn usage reports, weekly student completion reports, PLC data discussions	Increased student completion rates and improved conceptual understanding of grade-level standards	Federal Title I Federal Title III Schoolwide Budget

○ Explicit instruction in mathematical vocabulary and language structures ○ Use of sentence frames to support mathematical discourse (e.g., “I solved this problem by...”) ○ Visual supports, modeling, and structured peer discussion opportunities ○ Small-group instruction targeting both language and math skill development ● Students Scoring Basic/Below Basic on LEAP: ○ Targeted reteach aligned to priority standards and common misconceptions ○ Practice with LEAP-aligned tasks (Type II and III) to build problem-solving stamina ○ Participation in additional intervention blocks and/or tutoring support					
Provide data-driven small group instruction during the math block to address specific student skill gaps identified through iReady and classroom assessments.	Classroom Teachers, ESS Teachers, Math Coach Landry	Ongoing throughout school year	PLC meeting notes, small group lesson plans, walkthrough observations	Increased student mastery of targeted math standards and improved assessment performance	Federal Title I Federal Title III Schoolwide Budget

CORE ACADEMICS - Science	Tier 1 Resources: Amplify		
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?			
Science Focus Area	Based on analysis of LEAP 2025 data, Cedarcrest-Southmoor Elementary will focus on strengthening students' ability to analyze scientific phenomena, interpret data, and construct evidence-based explanations. Current data indicates that students, particularly those in the lowest 25%, English Learners (EL), and Students with Disabilities (SWD), struggle with application of scientific concepts, use of academic vocabulary, and written responses aligned to LEAP task expectations.		
Science SMART Goal:	The Science % Mastery and above will increase from XX to XX on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.		
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>			
Cedarcrest-Southmoor Elementary will implement a comprehensive, instructionally focused science plan aligned to the Louisiana Education Priority: Academic Recovery and Acceleration. This plan is designed to strengthen Tier 1 instruction, increase meaningful learning time, provide enriched and accelerated learning opportunities, and implement targeted interventions to improve outcomes for all students, particularly underperforming subgroups. Strengthening the Academic Program Through Instructional Practices, Increasing the Amount and Quality of Learning Time, Providing an Enriched and Accelerated Curriculum, Targeted Interventions for			

Underperforming Subgroups ,					
ACTION STEPS Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Provide inclusion and intervention supports for Students with Disabilities through co-teaching, scaffolded instruction, and alignment to IEP goals	Principal Thomas; APs Ezeff & Payne; Instructional Coach Patterson; Math Coach Landry; Literacy Coach Washington; Classroom Teachers	August 2025 – May 2026 (Daily Implementation ; Weekly PLCs)	Weekly: Review of student work and formative assessments Monthly: Unit assessment analysis Quarterly: Benchmark and standards mastery review	Increase in LER scores (3+); Increase in % Mastery/Basic on LEAP; Improved student work quality	Federal Title I Federal Title III Schoolwide Budget
Provide enrichment and acceleration through above-grade-level tasks, project-based learning, STEM integration, and advanced Zearn/iReady pathways	Teachers; Coaches; APs	Weekly; Ongoing	Lesson plans; Student work; Walkthrough observations	Increased performance of high-achieving students; Growth for all students (stretch growth)	Federal Title I Federal Title III Schoolwide Budget
Conduct bi-weekly ILT meetings to monitor ACHIEVE (proficiency) and GROW (student progress), adjust instruction, and ensure accountability	Principal; APs; Coaches; ILT Members	Bi-weekly (August 2025 – May 2026)	Data dashboards; ILT meeting notes; Assessment data reviews	Meeting schoolwide SPS goals; Improved subgroup outcomes; Evidence of instructional adjustments	Federal Title I Federal Title III Schoolwide Budget

CORE ACADEMICS - Social Studies	Tier 1 Resources:
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Social Studies Focus Area	Based on analysis of student performance data and classroom observations, Cedarcrest-Southmoor Elementary will focus on strengthening students' ability to read and analyze complex informational texts, interpret primary and secondary sources, and construct evidence-based written and oral responses. Current trends indicate that students, particularly those in the lowest 25%, English Learners (EL), and Students with Disabilities (SWD), experience difficulty with vocabulary development, comprehension of content-rich texts, and application of historical thinking skills.
Social Studies SMART Goal:	The Social Studies % Mastery and above will increase from XX to XX on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i> Cedarcrest-Southmoor Elementary will implement a comprehensive, instructionally focused social studies plan aligned to the Louisiana Education Priority: Academic Recovery and Acceleration. This plan is designed to strengthen Tier 1 instruction, increase learning time, provide enriched and accelerated learning opportunities, and implement targeted interventions to improve outcomes for all students, particularly underperforming subgroups. Strengthening the Academic Program Through Instructional Practices, Increasing the Amount and Quality of Learning Time, Providing an Enriched and Accelerated Curriculum, Targeted Interventions for	

Underperforming Subgroups and progress monitoring and continuous improvement. Through the implementation of these strategies, Cedarcrest-Southmoor Elementary will strengthen social studies instruction, increase student engagement, and improve academic outcomes. This work directly supports the Louisiana Education Priority: Academic Recovery and Acceleration, ensuring all students, particularly those in underperforming subgroups, demonstrate measurable growth and increased proficiency.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Implement high-quality Tier 1 instruction using Amplify, with a focus on explicit instruction (I Do, We Do, You Do), questioning, and student discourse	Principal Thomas; APs Ezeff & Payne; Instructional Coach Patterson; Math Coach Landry; Literacy Coach Washington; Teachers	August 2026 – May 2027 (Daily; Weekly PLCs)	Weekly walkthroughs (LER-aligned); Weekly PLC artifact review; Lesson plan checks	Increase in LER scores (3+); Increase in % of students scoring Mastery/Basic on LEAP; Improved student work quality	Federal Title I Federal Title III Schoolwide Budget
Implement LEAP-aligned instruction including Type II and III tasks, writing in response to text, and math problem-solving to increase rigor and application	Teachers; Coaches; APs	Weekly integration; Daily practice	Weekly student work review; Interim/benchmark assessments (monthly/quarterly)	Increased % of students scoring Mastery and above; Improved performance on constructed response tasks	Federal Title I Federal Title III Schoolwide Budget
Conduct bi-weekly ILT meetings to monitor ACHIEVE (proficiency) and GROW (student progress) and adjust instruction and interventions	Principal; APs; Coaches; ILT Members	Bi-weekly (August 2026 – May 2027)	Data dashboards; ILT meeting notes; Assessment reviews	Progress toward SPS goals; Evidence of instructional adjustments; Improved subgroup outcomes	Federal Title I Federal Title III Schoolwide Budget

Student Subgroups and Student Attendance

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Implement a Multi-Tiered System of Supports (MTSS) to provide targeted academic and behavioral interventions for identified subgroups (Lowest 25%, EL, SWD, Basic/Below Basic students)	Principal Thomas; APs Ezeff & Payne; Instructional Coaches; Interventionists; Teachers	August 2026 – May 2027 (Daily; reviewed every 4–6 weeks)	Bi-weekly progress monitoring (DIBELS, iReady, ELPT); MTSS data meetings (monthly)	Increased student growth; Reduction in subgroup performance gaps; Movement of students to proficiency	Federal Title I Federal Title III Schoolwide Budget
Implement attendance intervention system including daily monitoring, early identification of chronic absenteeism, and tiered supports (calls, letters, conferences, home visits)	Principal; APs; Counselor; Social Worker; Attendance Clerk	Daily monitoring; Weekly review; Monthly attendance meetings	Daily attendance reports; Weekly attendance tracking logs; Chronic absentee list	Reduction in chronic absenteeism rate; Increased average daily attendance	Federal Title I Federal Title III Schoolwide Budget
Conduct family engagement and communication efforts to improve attendance (parent conferences, attendance letters, workshops, consistent communication)	Principal; APs; Counselor; Teachers;	Ongoing; Monthly outreach	Parent contact logs; Conference records; Attendance follow-up documentation	Improved attendance among targeted students; Increased parent engagement	Federal Title I Federal Title III Schoolwide Budget

Student Opportunities - High Schools ONLY

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

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Provide ongoing professional development on high-quality Tier 1 instruction (explicit instruction, I Do/We Do/You Do, questioning, student discourse) across all content areas (ELA, Math, Science, Social Studies)	Principal Thomas; APs Ezeff & Payne; Instructional Coach Patterson; Math Coach Landry; Literacy Coach Washington	Monthly PD sessions; Weekly PLC reinforcement (August 2026 – May 2027)	PD agendas; Sign-in sheets; Walkthrough data (weekly)	Increased LER scores (3+); Improved instructional delivery; Increased student engagement	Federal Title I Federal Title III Schoolwide Budget
Conduct weekly PLCs (NIET structure) focused on lesson internalization, data analysis (DIBELS, iReady, ELPT, LEAP), and aligned instructional planning	Principal; APs; Instructional Coaches; Teachers	Weekly (August 2026 – May 2027)	PLC artifacts; Lesson plans; Student work analysis	Improved alignment of instruction to standards; Increased student mastery of skills	Federal Title I Federal Title III Schoolwide Budget
Provide targeted PD on small-group instruction and intervention strategies (differentiation, scaffolding, progress monitoring) to support diverse learners	Coaches; APs; Interventionists	Monthly; Ongoing	Small-group lesson plans; Walkthroughs; Progress monitoring data (bi-weekly)	Increased effectiveness of interventions; Reduction in lowest 25% students	Federal Title I Federal Title III Schoolwide Budget

STUDENT SUPPORT SERVICES

Narrative

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

Cedarcrest-Southmoor Elementary will implement a comprehensive system of supports to address student well-being aligned to the Louisiana Education Priority: Academic Recovery and Acceleration, recognizing that students' social, emotional, and mental health needs directly impact academic achievement and engagement. Based on the comprehensive needs assessment, the school identified a need to strengthen social-emotional learning (SEL), student behavior supports, mental health services, and attendance engagement, particularly for underperforming subgroups.

To address these needs, the school will implement a Multi-Tiered System of Supports (MTSS) that integrates academic, behavioral, and social-emotional interventions.

Schoolwide Strategies to Support Student Well-Being

1. Social-Emotional Learning (SEL) and Counseling Supports

- Implement a structured SEL program aligned to district expectations, including weekly SEL lessons focused on self-management, relationship skills, and responsible decision-making
- Provide individual and small-group counseling sessions for students identified through behavior, attendance, or academic concerns
- Utilize restorative practices and conflict resolution strategies to improve student relationships and school climate

2. Positive Behavior and Mentoring Supports

- Implement a Positive Behavioral Interventions and Supports (PBIS) framework to promote positive behavior, recognition, and consistent expectations

- Establish student mentoring programs for at-risk students, including check-in/check-out systems and staff mentors
- Provide behavior incentives and recognition systems to reinforce positive student behaviors and engagement

3. Strategies to Improve Social-Emotional Skills and Student Engagement

- Integrate SEL practices into daily instruction, including morning meetings, structured discussions, and collaborative learning
- Provide explicit instruction in emotional regulation, goal setting, and problem-solving skills
- Increase opportunities for student voice, leadership, and engagement activities

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Implement schoolwide SEL program and counseling services (whole group, small group, individual support)	Counselor; APs; Teachers; Principal	Weekly SEL lessons; Ongoing counseling	SEL lesson plans; Counseling logs; Behavior data (weekly)	Reduction in behavior incidents; Improved student engagement	Federal Title I Federal Title III Schoolwide Budget
Implement PBIS framework with incentives, expectations, and behavior tracking	PBIS Team; APs; Teachers; Counselor	Daily; Ongoing	Behavior referral data; PBIS tracking logs (weekly)	Decrease in discipline referrals; Improved school climate	Federal Title I Federal Title III Schoolwide Budget
Conduct MTSS meetings to monitor academic, behavior, and attendance data and adjust supports	Principal; APs; Counselor; Teachers; MTSS Team	Bi-weekly	MTSS documentation; Student progress data	Increased student growth and reduced risk factors	Federal Title I Federal Title III Schoolwide Budget

MULTI-TIERED SYSTEM OF SUPPORT

SEL Foundation for MTSS Success

Using the CASEL Indicators for Schoolwide SEL, identify which two areas will be the focus for the school year. For each indicator, create a SMARTIE goal and goal statement. Schools will select one indicator from each focus area outlined below:

SEL Instruction: Schools will select either **SEL integrated into Academics or Explicit SEL instruction**. School teams will work with the MTSS department and their executive directors to select the category that best fits the needs of their campuses (Note: Schools that previously implemented Manners of the Heart curriculum or struggled with tier I implementation will select explicit SEL instruction as their focus area).

Supportive Environments: Schools will select either **Supportive Discipline or Supportive School and Classroom Climates**.

Indicator Focus Area 1: Explicit SEL Instruction		Indicator Focus Area 2: Supportive Discipline	
S	Implement explicit SEL instruction schoolwide through weekly structured lessons focused on self-management, relationship skills, and responsible decision-making.	S	Implement a schoolwide PBIS framework with consistent expectations, restorative practices, and tiered behavior supports.
M	100% of classrooms will implement weekly SEL lessons, and behavior referrals will decrease by 20%.	M	Decrease office discipline referrals by 25% and reduce chronic absenteeism by 10%.
A	Teachers will receive professional development, lesson resources, and coaching support to ensure consistent implementation.	A	Staff will be trained in PBIS, restorative practices, and behavior intervention strategies.
R	This supports improved student behavior, engagement, and academic outcomes aligned to MTSS and schoolwide goals.	R	Supports positive school climate and reduces barriers to learning.
T	By May 2027	T	By May 2027
I	All students, including EL, SWD, and lowest 25%, will receive SEL instruction with appropriate supports.	I	Focus on disproportionately impacted subgroups (SWD, EL, lowest 25%).
E	Instruction will be differentiated to meet the diverse social-emotional needs of all student groups	E	Ensure consistent and fair discipline practices across all classrooms.

Goal Statement:

By May 2027, 100% of classrooms will implement explicit SEL instruction weekly, resulting in a 20% reduction in behavior referrals and improved student engagement across all subgroups.

Goal Statement:

By May 2027, implementation of a schoolwide PBIS framework will result in a 25% decrease in discipline referrals and a 10% reduction in chronic absenteeism, improving school climate and student outcomes.

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. - 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.	- 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. - 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.

○ Family Communication: Share regular updates on student progress and offer tips for at-home support.	○ 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	
○ Small-group instruction (WIN time) based on DIBELS, iReady, ELPT data ○ Targeted interventions (phonics, comprehension, math skills) ○ High-dosage tutoring (AIR Reading) ○ 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 assessments to measure growth and adjust interventions. ○ Flexible Grouping: Adjust groups based on student progress and needs.	○ Small-group counseling ○ Check-in/check-out systems ○ Behavior contracts ○ 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. 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.

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

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Monitoring Interventions: How will your school make sure that interventions are taking place? Cedarcrest-Southmoor Elementary will ensure interventions are implemented with fidelity through a structured monitoring system

Weekly: Teacher progress monitoring, behavior tracking, SEL implementation checks

- Teacher progress monitoring (DIBELS, iReady, classroom assessments)
- Behavior tracking (office referrals, classroom incidents)
- SEL implementation checks (lesson plans, walkthrough observations)

Bi-weekly:

- MTSS team meetings to review academic and behavioral data
- Adjustment of intervention groups and supports based on student progress

Monthly:

- Review of attendance and discipline data
- Analysis of subgroup performance trends

Quarterly:

- Evaluation of overall intervention effectiveness
- Review of student growth and movement across tiers
- Adjustment of schoolwide strategies and supports

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

Designated Time for Explicit SEL Instruction

- **30 minutes weekly** (e.g., Wednesday mornings during advisory/morning meeting)
- Additional SEL integration embedded daily through classroom routines, morning meetings, and instructional practices

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?

Planning for the Future: Individualized Learning Time

Cedarcrest-Southmoor Elementary will provide structured, flexible time for individualized learning through:

- Daily WIN (What I Need) Block (30–45 minutes):
 - Targeted small-group instruction based on current data
 - Tier II and Tier III interventions for struggling students
 - Enrichment and acceleration opportunities for students demonstrating mastery
- Flexible Grouping:
 - Groups updated every 4–6 weeks based on progress monitoring data
 - Movement between tiers based on student growth
- Intervention Scheduling:
 - Additional support during intervention blocks, tutoring sessions, and targeted pull-out services
 - Coordination with EL and ESS teachers to align supports
- Data-Driven Planning:
 - PLC and MTSS meetings used to continuously refine student groupings and instructional supports
 - Alignment of individualized learning time with ACHIEVE (proficiency) and GROW (student progress) goals

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

School Name – Schoolwide Plan 2026-2027

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
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
Restroom	Be Respectful	-Be Silent -Give others space and privacy	Be Responsible	-Go, Flush, Wash and Leave -Use restroom supplies wisely -Use only what you need	Be Safe
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
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

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

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

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>

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	
Academic Programs & Interventions	
SEL & Behavior Interventions	

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 who are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>

Transition to Next-Level School Programs

Choose Appropriate Level

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>