



**East Baton Rouge Parish School System
Schoolwide Plan
Southeast Middle School**

Grades 6-8

15000 S. Harrell's Ferry Rd

Principal, Regina M. Bennett

Phone Number: 225-753-5930

Email- rbennett2@ebrschools.org

Website- <https://ebrschools.org/schools/smsdataschool/>

2026 - 2027

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District Assurance

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

(Component 1): Family and Stakeholder Engagement

(Component 2): Comprehensive Needs Assessment

(Component 3): Strategies for Improvement

(Component 4): Student Support Services

(Component 5): Student Opportunities

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

(Component 7): Professional Development

(Component 8): Student Transition

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

Principal	Date
Executive Director	Date

Faculty and Staff Review

Date	Name	Position	Signature
	Bennett, Regina	Principal	
	Abadie, Paula	Teacher	
	Adams, Emily	Teacher	
	Adams, Karnies	Mentor Teacher	
	Albin, Keely	Teacher	
	Arrington, Kathryn	Teacher	
	Arrington, Terry	Teacher	
	Bailey, Floyd	Paraprofessional	
	Bierria, Nandi	Teacher	
	Breaux, Bailey	Teacher	
	Brown, Eboni	Teacher	
	Brown, Janice	Instructional Specialist	
	Brown, Tamberlynn	Teacher	
	Carlin, Lauren	Teacher	
	Causey, Christon	Counselor	
	Coleman, Javen	Magnet Coordinator	
	Duhon, Catyra	Paraprofessional	
	Ejigir, Everest	Teacher	
	English, Asia	Paraprofessional	
	Evans, Brenda	Counselor	

School Name – Schoolwide Plan 2026-2027

	Ezzir, Abeer	Teacher	
	Faminial, Rosalin	Teacher	
	Farsakh, Seham	Teacher	
	Fort, Sara	Attendance Clerk	
	Fowler, Brant	Teacher	
	Gaubert, Lori	Teacher	
	Gordon, Crystal	Assistant Principal	
	Gray, Joseph	Teacher	
	Griffith, Alfred	Teacher	
	Grigsby, Rose	Teacher	
	Hester, Shawanda	Inclusion Teacher	
	Hill, Dana	Teacher	
	Jones, Lanise	Teacher	
	Jones, Terrell	Teacher	
	Jordan, Shalanda	Teacher	
	Jordan, Jarian	Teacher	
	Kornbacher, Yakima	Teacher	
	Kimball, Gerald	Librarian	
	Knox, Shontya	Paraprofessional	
	Lewis, Sharrell	Registration Clerk	
	Mason, Estelita	Paraprofessional	
	McClendon, Adrian	Teacher	
	McDonald, Sheila	ESS Lead Teacher	
	McFarland, LaShandra	Instructional Specialist	
	McGregor, Michael	Teacher	
	McKay, Juanita	Teacher	

School Name – Schoolwide Plan 2026-2027

	McManus, Leon	Teacher	
	Morgan, Edele	Teacher	
	Mouswaswa, Thadestiano	Teacher	
	Nunez, Lorena	Executive Secretary	
	Odom, Jasmine	Social Worker	
	Owens, Kelli	Teacher	
	Patterson, Eric	EL Teacher	
	Pedescleaux, Chyna	Teacher	
	Pharis, Dora	Counselor	
	Pierson, Shedrick	Attendance Clerk	
	Pryer, Chante	Teacher	
	Reimonenq, Jared	Assistant Principal	
	Richardson, Hazel	Teacher	
	Robins, D’Jaiya	Paraprofessional	
	Robinson, Chloe	Teacher	
	Robinson, Cassetta	TOR Moderator	
	Ross, Krystal	Teacher	
	Ross, Milton	Teacher	
	Salarda, Dexter	Paraprofessional	
	Simoneaux, Courtland	Inclusion Teacher	
	Sippio, Bianca	Teacher	
	Smith, Daleone	Teacher	
	Smith, Sarah	EL Teacher	
	Stephenson, Rebecca	Teacher	
	Swinford, Elizabeth	Teacher	
	Tillman, Jamari	Assistant Principal	

School Name – Schoolwide Plan 2026-2027

	Todd, Audra	Teacher	
	Turner, Lelia	Inclusion Teacher	
	Ulep, Louella	Teacher	
	Varnado, Susan	Teacher	
	Wells, Shalanda	Teacher	
	Whitney, Eugene	Assistant Principal	
	Williams, Neimad	Teacher	
	Zamora, Paricia	EL Teacher	
	Zoelle Bello, Lyrh	Paraprofessional	

Louisiana's Goals and Priorities

Educational Priorities

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

Six Critical Goals

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

Louisiana Believes:

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

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

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

School's Mission

All students will achieve at high levels in a safe and caring school environment.

School's Vision

All students who leave Southeast Middle will be prepared with the skills and values necessary to be successful, skilled, college and career-ready students who graduate high school.

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 - Data Reviews	Demographics
<i>Students</i>	- LEAP 2025 - Benchmark Assessments - STAR - SRI - LEAP 360	- Student Surveys - Student Focus Groups - Student Interviews	- Classroom Observations - Walkthroughs - Discipline Rates - Attendance Rates	- School Report Cards - Demographics - Subgroup Components - Tableau Reports - Climate Surveys
<i>Parents</i>		- Parent Surveys - Parent Focus Groups - Parent Interviews	Attendance Rates (school participation)	Demographics

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

Comprehensive Needs Assessment SY 2026-2027 Schoolwide Planning

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

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
711	426	50	29	203	99	572	57	164	36
Percentage	59.9	7	4.1	28.6	13.9	80	8	23	5

School Performance Score

2025-2026 Simulated SPS Score and Letter Grade	53.1 D old scale 23.2 F new scale
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ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
6th	10		58		32	
7th	3		65.7		31.3	
8th	4.8		57.14		38.1	

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
26.3	19.6 (As of 2/20/26)	39.5	28.9 (As of 2/20/26)	6.49	5.7 (As of 2/20/26)

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	Increase from 6th, 7th, and 8th grade in the percentage of students at Mastery or above for Math. 6th grade up 2% from 11, 7th grade up 4% from 7, and 8th grade up 1% from 7.	LEAP Spring 2025 assessment
2.	Increase in 7th grade Science in the percentage of students scoring Mastery and above from 6% to 9%.	LEAP Spring 2025 assessment
3.	Decrease in the percentage of students scoring Unsatisfactory in 6th grade Math from 34% to 31%.	LEAP Spring 2025 assessment

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: Students and teachers set goals and instructional practices that are consistent across the campus	
Instrument(s): Cognia staff survey, culture survey, student survey, PLC data	
Data Type: 1. Attitudinal 2. Attitudinal 3. Attitudinal	Findings 1. Based on Cognia survey, 81% of teachers surveyed noted that the school leaders hold teachers accountable for student learning 2. Based on Cognia survey, 71% of teachers surveyed noted that the school leaders ensure all staff members use supervisory feedback to improve student learning. 3. Based on Cognia survey, 59% of teachers surveyed noted that all teachers personalize instructional strategies and interventions to address individual learning needs of students.

Contributing Factor: Classroom instruction based on knowing each student and improving their individual needs	
Instrument(s): Teacher/parent/student surveys, PBIS	
Data Type: 1. Behavioral 2. Attitudinal 3. Behavioral	Findings 1. School-wide expectations posted in classrooms and throughout the hallways and redelivered every morning during morning announcements (P.R.I.D.E.). 2. Based on Cognia staff survey, 66% of students note that the school makes sure that they have the resources they need to learn and 55% note that they have many ways to show their teachers what they learned. 3. Discipline also shows a decline in the number of suspensions to alternate sites. End of year for 2024-25 school year was 39.5%. Currently at 28.9%.

Contributing Factor: Multi-tiered levels of support are evident in the school in order to target and assist in student learning/engagement.	
Instrument(s): Student surveys, staff surveys, LEAP data, JCampus (master schedule)	
Data Type: 1. Behavioral 2. Behavioral 3. Attitudinal	Findings 1. EL students placed in specific classrooms in order to focus on English immersion 2. ALL students are given the opportunity to participate in after-school tutoring, and all incoming 6th graders are welcomed to attend BLITZ before school starts in order to limit learning loss. 3.56% of students surveyed feel that they receive support when they need it.

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	Decrease in the number of Mastery and Advance from 6th, 7th, and 8th grade ELA 6th grade from 22% to 16%, 7th grade from 26% to 19%, and 8th grade from 28% to 23%.	LEAP Spring 2025 assessment
2.	Decrease in the percent of Mastery and Advance from 6th and 8th grade Science. 6th grade from 7% to 4% and 8th grade from 11% to 9%	LEAP Spring 2025 assessment
3.	23% of School population is considered English Language Learners	Louisiana Department of Education (JCampus)
4.	14% of school population is considered ESS	Louisiana Department of Education (JCampus)

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: Teacher assistance and support has to be a part of the school's plan in order to increase student achievement.	
Instrument(s): Cognia survey, historical data/staffing	
Data Type: 1. Archival 2. Attitudinal 3. Attitudinal	Findings 1. By the end of the 2025-26 school year, 5 teachers/staff members will/have retired. This is in line with the previous year, whereby 5 classroom teachers either resigned or retired from the building. 2. 75% of teachers surveyed noted that the teachers in the school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas. 3. 78% of teachers/staff surveyed noted that all staff members participate in continuous professional learning based on the needs of the school

Contributing Factor: Student engagement has to be a part of the classroom instructional plan	
Instrument(s): JCampus, LDOE, parent/student/staff surveys	
Data Type: 1. Behavioral 2. Cognitive 3. Attitudinal	Findings 1. Attendance has increased from the previous year from 88% to 90.43%. 2. Decrease in the school's performance score by 3.2 points from a 26.8 to a 23.2 based on Spring 2025 LEAP assessment 3. 56% of students surveyed noted that they mainly listened to teachers talk during the course of a lesson.

Contributing Factor: The use of sub-group data to drive instruction has to be reinforced by all to ensure growth	
Instrument(s): LEAP data, parent/student/staff surveys.	
Data Type: 1. Cognitive 2. Cognitive 3. Attitudinal	Findings 1. School's growth noted that only 16.2% of our EL population showed growth on the spring 2025 LEAP assessment 2. ESS population showed a growth of 2% from the previous year from 13% to close to 15%. 3. Only 45% of students surveyed note that teachers take time to get to know them.

Schoolwide Goals

Overall Goal: By the end of the 2026-2027 school year, Southeast Middle School SPS will increase from 23.8 (F) to 27.3 (D), 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	29.2	32.2	Math	11.7	14.7	Graduation Rate		
English	33.7	36.7	English	21	24	Read based on a nationally recognized exam		
Math growth for the lowest 25% of students	40.4	43.4	Science	8	11	Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students	38.5	41.5	Social Studies	10	13			
English Language Acquisition (ELL)	16.2	19.2						

CORE ACADEMICS - ELA	Tier 1 Resources: My Perspectives
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
ELA Focus Area	By the end of the 2026-27 school year, Southeast Middle will increase the level of student mastery in writing by 3-5%, which will be measured through the use of data from CFAs, Benchmark data, LEAP 360, and Spring 2026 LEAP results. As noted by the Spring 2025 LEAP assessment, students continued to show difficulty in citing relevant textual evidence.
ELA SMART Goal:	The ELA % Mastery and above will increase from 21% to 24% 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>	
The school's priority is to ensure that students increase their reading comprehension and writing skills by 3-5% from the Spring 2026 test. Students will be able to accomplish this goal by using Tier I curriculum with supports and interventions that are school and district-based, such as iReady and focused writing instruction embedded in daily lessons. The school will continue to implement 93-minute blocked classes, with the first block extended in order to allow for	

implementation of the school-wide writing strategy, which will provide students with additional time for reading analysis, writing practice, and teacher feedback.

Students performing in the bottom 25% in ELA will receive additional support through small-group instruction, targeted pullouts during P.E., and individualized practice using the i-Ready, Amira, IXL, and Beable platforms. Newcomer students will be placed in targeted language development courses to strengthen English proficiency and support literacy growth.

To ensure a well-rounded education, students will engage in enrichment opportunities, such as project-based learning, extended writing assignments across content areas, and access to advanced coursework for students demonstrating readiness. All students are also able to participate in the elective of their choice that supports future career pathways.

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>
Instructional- Teachers will continue to use the Tier I curriculum and supports with fidelity in order to teach state standards as prescribed by LDOE. Southeast Middle will continue to use embedded supports in the curriculum which include: • Close Reading • Vocabulary Building • Annotating • Use of small groups to enhance student understanding and mastery of standards	Teachers, Instructional Specialists, Administration	August 2026-May 2027	Weekly lesson plans and unit plans that focus on standards set forth by LDOE that are posted on Google Classroom for feedback.	LEAP 2025 (Spring 2027), CFAs, Benchmark Tests, LEAP 360	\$2500-Flocabulary-SW Title I \$85,000-Instructional Specialist (\$60,000 salary + \$25,000 benefits) IXL-\$20,000 Planning-Summer (\$10,000)

Students enrolled in elective courses will use Beable Literacy Recovery to build foundational reading skills, vocabulary development, and comprehension strategies through structured literacy instruction and adaptive learning pathways.	Administration, Counselors, Teachers	August 2026-May 2027	Lesson plans, walkthroughs/ observations with actionable feedback		No cost to school
English Learner (EL) students will receive additional literacy support through the use of the Amira program, which will provide structured reading practice, pronunciation support, and fluency development designed to strengthen their acquisition of the English language.	Administration, Counselors	August 2026-May 2027	Lesson plans, walkthroughs/ observations	ELPT, LEAP, CFAs, Benchmark	No cost to school
Teachers will utilize the LEAP 360 diagnostic, interim assessments, Common Formative Assessments (CFAs), and Benchmark assessments to monitor student mastery of grade-level standards in order to guide instructional planning, reteaching opportunities, and targeted interventions.	Teachers, Instructional Specialists, Administration	August 2026-May 2027	CFAs-bi-weekl y LEAP 360-midyear Benchmark assessments- quarterly		No cost to school
Teachers will administer the STAR/AR Reading Assessment at the beginning of the school year in order to get baseline reading data in order to focus on increasing reading comprehension skills.	Teachers, Instructional Specialists, Administration	August 2026-May 2027	Quarterly		\$14,000- Renaissance (AR/STAR)- SW Title I
Students who demonstrate reading gaps will participate in targeted intervention using the iReady platform, with personalized lessons focused on specific reading comprehension and vocabulary skills identified through diagnostic data.	Teachers, Instructional Specialists	August 2026-May 2027	Weekly lesson plans aligned to curriculum and standards.		

Teachers will implement the use of the school-wide literacy/writing strategy that enforces the use of RACE/RUN for ELA. Writing Plan: SMS School Literacy Plan.docx	Administration, teachers, instructional specialists	Weekly	LEAP, LEAP 360, CFAs, Benchmark Assessments		No Cost to school
Teachers will implement small-group instruction during class based on assessment data. Students will be grouped according to specific needs in order to provide targeted instruction, guided reading practice, and additional support with comprehension and writing tasks.	Administration, teachers, instructional specialists	Weekly	Benchmark assessments, exit tickets, CFAs	LEAP	
The school will host a Literacy Night event which will assist parents in being able to help their student at home. This event will give parents and students hands-on activities that will assist in moving the students toward mastery.	Teachers, Administration, Instructional Support	January 2027	School calendar		Stipends through PFE (\$1200)
The school will ensure that a teacher-leader from the ELA department will be able to attend the Louisiana Teacher-Leader conference during summer 2027 in order to obtain the most recent information as presented by LDOE and other presenters at the time. They will be able to redeliver content to team members at the beginning of the school year.	Teachers, Administration	May 2027	Agenda with redelivery of content from conference		\$2600 Teacher Travel
The staff will utilize the year-long scope and sequence as provided by the district. Staff will also use the assessments and planning resources that are provided by LDOE and the district, along with the	Administration, teachers, instructional specialists	August 2026- May 2027			

sample units which illustrate how a teacher can move from the yearlong to the unit level.					
Teachers will participate in structured PLCs and content planning that will focus on one-on-one/collaborative planning as needed to support student progress towards mastery.	Administration, teachers, instructional specialists	August 2026- May 2027	Weekly	Tier I curriculum norms, sign-ins, and aligned agenda	Copier rental fees \$7000 School Year Planning- \$10,000
ELA teachers and students will utilize the Accelerated Reader program in order to ensure that students are reading books on their reading level and to push towards grade-level.	Librarians, teachers, administration	August 2026- May 2027	Quarterly	LEAP	Renaissance- \$14,000
Teachers will receive professional development on the use of effective strategies in the classroom environment that include academic vocabulary, DOK, student engagement, and differentiation that will assist teachers in planning for instruction, enrichment, and remediation.	Administration, teachers, instructional specialists	August 2026- May 2027	Quarterly	Agendas, sign-ins	

CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka Squared
<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	By the end of the 2026-27 school year, students at Southeast Middle will increase their knowledge of Math concepts and understanding by the use of Tier I curriculum and focused interventions by the use of small group instruction based on student data, the use of Zearn, and targeted pullouts.
Math SMART Goal:	The Mathematics % Mastery and above will increase from 11.7% to 14.7% 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>	
The school's priority is to increase Math proficiency by 3-5% in students by focusing on the use of small groups and classroom-based interventions that are rooted in data. In order to do so, teachers will continue to use the Tier I curriculum (Eureka Squared) with fidelity to ensure that students receive grade-level, standards aligned math instruction that emphasizes conceptual understanding, procedural fluency, and problem-solving.	

In order to protect instructional time, the school is committed to ensuring that disruptions/distractions are kept to a minimum by eliminating the use of the intercom system (unless necessary) during instructional time. Not only this, but the school will ensure that student disruptions are handled when they occur in order to avoid a loss of instructional time.

Students who demonstrate gaps in mathematical understanding will receive targeted support through small group instruction and data-driven interventions. The school will also ensure that students have additional practice through the use of ZEARN, as mandated by the district and state in order to assist in student fluency with Math concepts in 6th, 7th, 8th, and Algebra I.

Teachers will incorporate enrichment activities such as real-world problem solving, collaborative math tasks, and extended learning opportunities to deepen student understanding and challenge students who demonstrate readiness for advanced concepts.

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>
The school will support teachers through the use of an additional Instructional Specialist that will be able to assist with Math planning, curriculum, and teacher support through walkthroughs and feedback.	Administration, Instructional Specialist	August 2026-May 2027	Lesson plans-weekly Benchmarks-quarterly Walkthroughs-weekly Observations-by cycle	LEAP, teacher observation scores, CFA data, LEAP 360 data, Benchmark data	Instructional Specialist- (\$60,000 salary + \$25,000 benefits)
Teachers will continue to use the Eureka Framework as developed by curriculum specialists and district/state personnel in order to ensure that students are mastering targeted standards as set forth by LDOE	Teachers, Administration, Instructional Specialists	August 2026- May 2027	Weekly lesson plans, unit plans Benchmarks-quarterly	LEAP, teacher observation scores, CFA data, LEAP 360 data, Benchmark data	

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			Walkthroughs- weekly Observations- by cycle		
As additional intervention support, students will be able to use IXL as homework extension in addition to Zearn in order to assist in moving students towards mastery of LSS.	Teachers	August 2026- May 2027	Lesson plans		IXL- \$20,000
Teachers will teach students the use of RRSS in writing constructed response answers on CFAs, Benchmarks, LEAP 360, and LEAP in order to ensure that writing skills are targeted across the board.	Teachers, Administration, Instructional Specialists	August 2026- May 2027			Materials and supplies \$12,237
Students will utilize Zearn in order to receive targeted support in math fluency and concepts.	Teachers, Administration, Instructional Support	August 2026- May 2027	Weekly lesson plans, unit plans Benchmarks- quarterly Walkthroughs- weekly Observations- by cycle		No cost to school
Teachers will continue to use Eureka Squared as Tier I Curriculum to teach state standards. Activities that are engaging, promote academic achievement, address the LSS, and meet the needs of students will be incorporated into daily instruction. Teachers and the Instructional	Teachers, Administration, Instructional Support	August 2026- May 2027	Weekly lesson plans, unit plans Benchmarks- quarterly		No cost to school Summer planning \$10,000

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Specialist will implement the embedded instructional routines that are embedded in the curriculum in order to promote content mastery.			Walkthroughs- weekly		SY planning- \$8,000
Teachers will use district and state assessments in order to progress- monitor students. Data taken from these assessments will be able to drive instruction, intervention, and enrichment inside and outside of the classroom.	Teachers, Administration, Instructional Support, Curriculum Support	August 2026- May 2027			No cost to school
The school will host a Math Night that will focus on parent supports that will assist in pushing students towards mastery.	Administration, Teachers, Instructional Support	August 2026- May 2027			\$1200 Stipend through PFE
Teacher will be able to attend the Teacher-Leader conference in order to obtain the most current professional development and will redeliver to the Math team.	Teachers, Administration	August 2026- May 2027			\$2600 Teacher Travel
Teachers will attend structured PLC and content planning meetings with administration and instructional support team members. This will assist with collaborative/one-on-one planning support for teachers in order to support student mastery.	Administration, Teachers, Instructional Support,	August 2026- May 2027			\$7000 copier rental
Students will be able to monitor their data through the use of a student data tracker. They will be able to track progress on CFAs, Benchmark assessments, LEAP, and STAR. This data will be used to support the development of small groups for enrichment and intervention.		August 2026- May 2027			

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	By the end of the 2026-2027 school year, students at Southeast Middle will increase their proficiency in understanding concepts and ideas needed in order for students to be able to evaluate, investigate, and use scientific reasoning. Students will also increase the amount of CRE writing opportunities for students.
Science SMART Goal:	The Science % Mastery and above will increase from 10.2% to 13.2% 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>	
Students will work within the Tier I Science curriculum Amplify. Science teachers will utilize targeted interventions such as small-group instruction, progress monitoring through benchmark data and focused writing instruction (CER) embedded in daily lessons. The Science instructional coach and administration will also push into classes to provide support via small groups. In order to protect instructional time, the school is committed to ensuring that disruptions/distractions are kept to a minimum by eliminating the use of the intercom system (unless necessary) during instructional time. Not only this, but the school will ensure that student disruptions are handled when they occur in order to avoid a loss of instructional time.	

The school will continue to implement a 93-minute block schedule. The first block will serve as a homebase for students each day and targeted skill review will take place daily. These skills are identified through LEAP 360 and benchmark assessments as the lowest performing standard or an area of concentrated need (such as writing).

Students will receive targeted support through small-group instruction, targeted pullouts during P.E., and individualized practice using IXL and Beable. Newcomer students will be placed in targeted language development courses to strengthen English proficiency and support literacy growth. To ensure a well-rounded education, students will engage in enrichment opportunities such as project-based learning, extended writing assignments across content areas, and access to advanced coursework for students demonstrating readiness. All students participate in the elective of their choice that supports future career pathways.

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>
Teachers will use the Tier I Curriculum (Amplify) to teach state standards with all subgroups.	Administration, Instructional Specialist, Teachers	August 2026- May 2027	Weekly through the check of lesson plans and walkthroughs/ observations	Observations, LEAP, CFAs, Benchmark assessments	\$15,000 SW Title I Materials, Supplies, and Technology (laptops, scanners, projectors, etc...) \$7000 SW Title I Copier \$85, 000 Instructional Specialist (\$60,000 sal + \$25, 000 benefits)

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					IXL- \$20,000 Amplify through district funds
All teachers will implement a yearlong school-wide literacy/writing plan in all content areas. Teachers will have each student keep a digital copy of writing samples for all subgroups.	Administration, Instructional Specialist, Teachers	August 2026- May 2027	Weekly through the check of lesson plans and walkthroughs/ observations	Observations, LEAP, CFAs, Benchmark assessments	Summer planning- \$10,000 Blitz- \$20,000
Using ongoing data, teachers will provide students with remediation, intervention, and/or enrichment opportunities that are aligned to LSS. Pull out intervention/enrichment groups and in-class interventions will be used with designated students according to their academic needs to ensure consistent implementation of RTI throughout the school. Specific core content programs will be used accordingly with all subgroups. - o Amplify - o IXL - o LEAP Practice sets from Louisiana Believes	Administration, Instructional Specialist, Teachers	August 2026- May 2027	Monthly	Observations, LEAP, CFAs, Benchmark assessments	
Teachers will assign activities that are engaging, that promote academic achievement, that address the LSS, and meet the needs of students and incorporated into daily instruction with all subgroups.	Administration, Instructional Specialist, Teachers	August 2026- May 2027	Weekly	Observations, LEAP, CFAs, Benchmark assessments, and lesson plans	

The staff will utilize the year-long scope and sequence plans. Staff will also use the assessments and planning resources that are provided by the LDOE along with the sample units which illustrate how a teacher can move from the yearlong to the unit level.	Administration, Instructional Specialist, Teachers	August 2026- May 2027	Weekly	Unit Plans and weekly lesson plans aligned to curriculum and standards posted to Google Classroom for administrator review and feedback Weekly PLC meetings with data discussion-sign in sheets and agenda	IXL- \$20,000 Amplify through district \$7000 copier rental
Teachers will utilize the district made unit assessments to monitor student mastery of topics/standards. Data will be analyzed to build in needed interventions and enrichment via small groups.	Administration, Instructional Specialist, Teachers	August 2026- May 2027	Weekly	PLC meetings with sign-ins and agenda	IXL- \$20,000 Amplify through district \$7000 copier rental
Embedded CRE Writing in Science Instruction ○ Integrate the Claim–Reasoning–Evidence (CRE) strategy into daily science learning experiences.	Administration, Instructional Specialist, Teachers	August 2026- May 2027	Weekly/	Lesson and unit plans	

○ Score constructed responses with LEAP-aligned rubrics to guide feedback cycles. ○ Model exemplar responses and deliver mini-lessons on scientific argumentation.					
Additional strategies that will be utilized include academic vocabulary development, DOK, and student engagement (close reading, CER “I do, we do, you do,” spiraling, accountable talk, etc). Teachers will ensure that activities are differentiated to meet the needs of each student based on CFA results to plan for instruction, interventions, remediation, and enrichment.	Administration, Instructional Specialist, Teachers	August 2026- May 2027	Weekly	Lesson and unit plans. Pull out lists for remediation	
Project-Based Learning for Real-World Application ○ Embed hands-on, interdisciplinary projects allowing students to tackle authentic, real-world problems. ○ Connect standards to meaningful contexts to increase engagement, relevance, and higher-order thinking. ○ Showcase student learning through presentations,	Administration, Instructional Specialist, Teachers	August 2026- May 2027		Weekly lesson plans and unit plans	
Curriculum Specialists will provide support to Science teachers.	Curriculum department, Teachers, Administration,	August 2026- May 2027			

	Instructional Specialist				

CORE ACADEMICS - Social Studies	Tier 1 Resources: Gallopade
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Social Studies Focus Area	Students will increase their level of proficiency by the continued use of Tier I curriculum, focused small group instructions to continue to focus on increasing levels of understanding in the specific subgroups of History, Geography, Civics, and Economics.
Social Studies SMART Goal:	The Social Studies % Mastery and above will increase from 8.1% to 11.1% 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>	
Students will work within the Tier I Social Studies curriculum Gallopade. Social Studies teachers will utilize targeted interventions such as small-group instruction, progress monitoring through benchmark data and focused writing instruction (CER) embedded in daily lessons. The school's instructional coach and administration will also push into classes to provide support via small groups. The school will continue to implement a 93-minute block schedule. The first block will serve as a homebase for students each day and targeted skill review will take place daily. These skills are identified through LEAP 360 and benchmark assessments as the lowest performing standard or an area of concentrated need (such as writing).	

Students will receive targeted support through small-group instruction, targeted pullouts during P.E., and individualized practice using IXL and Beable. Newcomer students will be placed in targeted language development courses to strengthen English proficiency and support literacy growth.

To ensure a well-rounded education, students will engage in enrichment opportunities such as project-based learning, extended writing assignments across content areas, and access to advanced coursework for students demonstrating readiness. All students participate in the elective of their choice that supports future career pathways.

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>
Teachers will implement the Gallopade SS curriculum with fidelity to support the SS standards and units of study.	Teachers, Administration, instructional specialists	August 2026- May 2027	Weekly	Observations/ walkthroughs, weekly lesson plans, unit plans	\$15,000 SW Title I Materials, Supplies, and Technology (laptops, scanners, projector, etc...) \$7000 SW Title I Copier \$60,000 salary + \$25,000 benefits Instructional Specialist

					\$20,000 IXL
Teachers will use the district’s Year-at-a-Glance for pacing purposes to ensure students have covered material needed for state testing.	Administration, teachers, Instructional Specialist	August 2026- May 2027	Weekly	Lesson and unit plans, LEAP, CFAs, Benchmark assessments	
Activities that are engaging, that promote academic achievement, that address the LSS, and meet the needs of students will be incorporated into daily instruction with all subgroups.	Administration, teachers, Instructional Specialist	August 2026- May 2027	Weekly	Lesson and unit plans	Summer planning- \$10,000 Blitz -\$20,000
Teachers will use a variety of research-based instructional strategies with all subgroups.	Administration, teachers, Instructional Specialist	August 2026- May 2027	Weekly	Lesson plans, pullout lists and sign-ins	
Additional strategies that will be utilized include academic vocabulary development and student engagement (close reading, CER, RACE, “I do, we do, you do,” spiraling, weekly homework, guided notes and DBQs). Teachers will ensure that activities are differentiated to meet the needs of each student based on CFA results to plan for instruction, use of 5E lesson planning, interventions, remediation, and enrichment with all subgroups. - o Embed opportunities for student-centered learning. ▪ Turn and Talk ▪ Fishbowl ▪ Jigsaw	Administration, teachers, Instructional Specialist	August 2026- May 2027	Weekly	Lesson plans, pullout lists and sign-ins	

▪ Gallery Walks ▪ Debates					
Teachers will use state standards as outlined by the LDOE and EBRPSS Curriculum Department. Textual resources and text complexity will be integrated to focus on building student ability to read and understand grade-level complex texts and express that understanding clearly through writing and speaking.	Administration, teachers, Instructional Specialist	August 2026- May 2027		Lesson plans, pullout lists and sign-ins	
The staff will utilize the district’s scope and sequence during this transitional year for SS standards and curriculum. Staff will also use the assessments and planning resources that are provided by the district.	Administration, teachers, Instructional Specialist	August 2026- May 2027		Lesson plans, pullout lists and sign-ins	
Teachers will monitor student data using the Data Tracker. This data tracker will track students progress towards mastery on all assessments (CFAs, benchmark, etc). Teachers will plan for small group pull-outs/push-ins and whole class reviews based on the data from these assessments/tracker.	Administration, teachers, Instructional Specialist	August 2026- May 2027	Quarterly	Data Roundtables through PLCs	
Using ongoing data, teachers will provide students with remediation, intervention, and/or enrichment opportunities that are aligned to LSS. Pull out intervention/enrichment groups and in-class interventions will be used with designated students according to their academic needs to ensure consistent implementation of RTI throughout the school. Specific core content programs will be used accordingly with all subgroups. IXL	Administration, teachers, Instructional Specialist	August 2026- May 2027	Weekly	Lesson and unit plans	

Flocabulary					
All teachers will implement a yearlong school-wide literacy/writing plan in all content areas. Teachers will have each student keep a digital copy/DBQ folder of writing samples (constructed and extended response) for all subgroups.	Administration, teachers, Instructional Specialist	August 2026- May 2027	Quarterly	Lesson and unit plans	
The staff will implement a yearlong school-wide literacy and writing plan to ensure student writing procedures and expectations are consistent across campus. The literacy plan will ensure that all students are taught writing in the content areas.	Administration, teachers, Instructional Specialist	August 2026- May 2027	Quarterly	Lesson and unit plans	
The Instructional Specialist will provide assistance/support to teachers in ensuring that support is given in reading comprehension and support for skills needed to ensure that students are progressing toward critical writing skills in all subject areas	Administration, teachers, Instructional Specialist	August 2026- May 2027	On-going	Lesson and unit plans	
All teachers will implement the school-wide RTI plan. Documentation of Tier I curriculum and Tiers 2 and 3 interventions will be housed by teachers.	Administration, teachers, Instructional Specialist	August 2026- May 2027	Ongoing	Lesson and unit plans	

Non-CORE Academics	Resources: LSU Stem Pathway Guide, Health and P.E. Curriculum (state and district), CATE resources, Music and Arts Curriculum
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<u>ACTION STEPS</u>					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Teachers will incorporate activities that are engaging, that promote academic achievement, that address the LSS, and meet the needs of students will be incorporated into daily instruction with all subgroups.	Principal, Assistant Principals, teachers, Instructional Specialists	August 2026- May 2027			\$62,000 plus 25,000 for benefits Instructional Specialist and/or non-budgeted request Dean of Students
Teachers will use a variety of research-based instructional strategies with all subgroups. Additional strategies that will be utilized include academic vocabulary development and student engagement (close reading, RAFT, RACE, “I do, we do, you do,” spiraling, and guided notes). Teachers will ensure that activities are differentiated to meet the needs of each student based on CFA results to plan for instruction, use of 5E lesson planning, interventions, remediation, and enrichment with all subgroups.	Principal, Assistant Principals, teachers, Instructional Specialists	August 2026- May 2027			
The staff will implement a yearlong school-wide literacy and writing plan to ensure student writing procedures and expectations are consistent across	Principal, Assistant Principals, teachers,	August 2026- May 2027			

School Name – Schoolwide Plan 2026-2027

campus. The literacy plan will ensure that all students are taught writing in the content areas.	Instructional Specialists				
Teachers will implement a yearlong school-wide plan that will assist with enriching students with Math once a month during their elective time.	Principal, Assistant Principals, teachers, Instructional Specialists	August 2026- May 2027			
The school will implement a partnership with F.O.A.M.(Fathers on a Mission)/EYG to assist Quest for Success with getting students real-world ready by bringing in lecturers and guest speakers.	Principal, Assistant Principals, teachers, Instructional Specialists	August 2026- May 2027			\$9800-Schoolwide Fund/contract services with Fathers on a Mission (F.O.A.M.)
Music (Band and Choir will ensure that students have time in and out of class in order to practice for extracurricular performances	Principal, Assistant Principals, teachers, Instructional Specialists	August 2026- May 2027			
STEM and LSU Pathway courses will continue, with students engaging in project-based learning, hands-on experiments, and real-world problem-solving activities. Teachers will monitor student progress through performance assessments, project rubrics, and pathway-specific benchmarks to ensure development of technical, critical thinking, and collaboration skills.	Principal, Assistant Principals, teachers, Instructional Specialists	August 2026- May 2027			Partnership with Cain Center through the district
Quest for Success students will be able to continue with the implementation of the Beable program in order to ensure that students work on skills that will promote reading comprehension.	Principal, Assistant Principals, teachers, Instructional Specialists	August 2026- May 2027			Pd for through district funding

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>
Parent/student attendance meetings and call-outs/letters for absences will be done by administration and/or school attendance clerk	Attendance Clerk, administration, teachers, parents, guidance	August 2026- May 2027	Weekly	JCampus	
The administration will participate in SWBAT meetings with CWA in order to ensure that students are on pace with attendance and records are accurate.	Attendance Clerk, administration, teachers, parents, guidance	August 2026- May 2027	Weekly		
The administration will provide attendance data in weekly parent/family newsletters	Administration	August 2026- May 2027	Weekly	Parent Newsletter and staff/faculty weekly updates	S'mores newsletter- \$1050
The school will increase communication and engagement with families of identified student subgroups by providing regular updates on student progress and offering multiple opportunities for family participation. Strategies may include parent-teacher conferences, progress reports, family workshops, school communication platforms, and outreach from teachers or support staff to families of students who need additional academic support.	Attendance Clerk, administration, teachers, parents, guidance	August 2026- May 2027	Weekly		
The school will provide additional academic support opportunities for identified student subgroups through tutoring, intervention blocks, or	Administration, teachers, instructional coaches	August 2026- May 2027	Weekly		

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extended learning opportunities during or after school.					
School staff will regularly review academic performance data for student subgroups to identify achievement gaps and adjust instructional strategies. Data meetings will focus on monitoring progress and identifying students who need additional support.	Administration, teachers, instructional coaches	August 2026- May 2027	Weekly	Data PLCs with sign-ins and agenda	
Teachers will provide targeted small-group instruction for identified student subgroups based on academic data. Instruction will focus on addressing skill gaps in core areas using differentiated strategies and supports.	Administration, teachers, instructional coaches	August 2026- May 2027	Weekly	Pullout lists	
In order to ensure that students are school-ready in August, students will receive a backpack and school supplies in order to off-set days that may be missed due to lack of supplies	Administration, teachers, instructional coaches	August 2026- May 2027	School Orientation		Materials and supplies- SW \$15,000

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by The Department of Curriculum and Instruction in all content areas: ELA(6th-8th) using Savvas/MyPerspectives, Math (6th-8th) using Great Minds/Eureka Squared, Social Studies using Gallopade, and Science using Amplify.	Administration, Mentor Teachers, Instructional Specialist, Curriculum Support	August 2026- May 2027	On-going		\$20,000 SW Title 1 and part-time salaries for Teacher planning
Teachers will receive coaching via a tiered approach in an effort to support, motivate, and develop a teacher by setting concrete, short term, individualized goals based on LER.	Administration, Mentor Teachers, Instructional Specialist, Curriculum Support	August 2026- May 2027	On-going		
ELA and Math Content Leaders will provide support and assistance to teachers in order to facilitate and ensure that students are receiving Tier I instruction and support.	Administration, Mentor Teachers, Instructional Specialist, Curriculum Support	August 2026- May 2027	On-going		
Mentor Teacher will provide support and assistance to teachers through monthly meetings and modeling throughout the school year to ensure that teachers are able to fully support students in learning	Administration, Mentor Teachers, Instructional Specialist, Curriculum Support	August 2026- May 2027	On-going		

Administrators, teachers, and other instructional leaders will participate in district and non-district workshops and conferences on utilizing research-based instructional strategies. Attendees will implement the strategies and/or redeliver and coach throughout the school year. The initial, follow-up and/or updated trainings include such topics/activities as: - Teacher/Leader Summit - ISTE - LACUE - LDOE School Support Institute for CIR/UIR schools - Magnet Schools of America conference - Technology Integration - Integration of Small Group Instruction into the classroom environment	Administration, Mentor Teachers, Instructional Specialist	August 2026- May 2027	On-going		
During weekly Professional Learning Community (PLC) team meetings, teachers will utilize student academic data (CFAs, district benchmark assessments, and student work) to collaboratively develop activities and lesson plans that incorporate a variety of instructional strategies into the curriculum.	Administration, Mentor Teachers, Instructional Specialist, Curriculum Support	August 2026- May 2027	On-going		
Weekly, during PLC meetings, teams will follow EWI Protocols (Early Warning Indicators) for students with behavior, academic, or attendance issues. Intervention strategies through SEL will be developed at this time.	Administration, Mentor Teachers, Instructional Specialist, Curriculum Support	August 2026- May 2027	On-going		

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.

STUDENT SUPPORT SERVICES

Southeast Middle School is committed to supporting the holistic well-being of every student, recognizing that social, emotional, and mental health directly impact academic success. The following schoolwide improvement strategies are implemented to address student well-being, aligning with the comprehensive needs assessment findings (specifically the high percentage of economically disadvantaged students (80%), high EL population (23%), and concerning behavioral data), and addressing the Louisiana Education Priority of "An effective teacher for every student" and the Louisiana Goal of students achieving mastery and entering ninth grade prepared.

Counseling and School-Based Mental Health

Strategy	Description and Implementation Details	Aligns with Needs Assessment/Louisiana Priorities
Full-Time School Counselor Model	Ensure two full-time counselors are available to deliver a comprehensive guidance program focused on academic, career, and social/emotional development. Provide scheduled, small-group counseling (e.g., grief, anger	Needs: High discipline rates and student surveys showing only 45% feel teachers take time to know them suggest a need for stronger S/E support. Priority: Fosters a supportive environment, contributing to student achievement.

	management, study skills) and immediate, crisis-response counseling.	
Referral Pathway for External Mental Health Services	Establish a clear, documented referral process with local community mental health agencies to connect students and families with intensive, long-term support beyond the scope of school-based counseling. The School Social Worker will serve as the primary liaison.	Needs: High economically disadvantaged and homeless populations may require support beyond the school day. Priority: Addresses systemic barriers to learning.
Wellness Corner/Calm Down Space	Designate a quiet, supervised space where students can use calming strategies before re-engaging in instruction. Staff (paraprofessionals, counselors) will be trained to monitor the space and de-escalate situations using restorative practices.	Needs: Addresses high behavioral incident rates (e.g., 28.9% suspension to alternative site) by providing an alternative to immediate disciplinary action.
Specialized Instructional Support Services (SISS) and Mentoring		
Strategy	Description and Implementation Details	Aligns with Needs Assessment/Louisiana Priorities
Targeted Mentoring Program (PRIDE Mentors)	Implement a structured, volunteer-based mentoring program pairing identified at-risk students (based on academic and behavioral	Needs: Addresses the growth weakness in the lowest 25% of students (Math 40.4%, English 38.5%) and high attendance

	data) with faculty, staff, or vetted community members for weekly check-ins focused on goal setting, attendance, and social skills development.	concerns (Contributing Factor: Attendance has increased from 88% to 90.43% but needs more growth).
EL Student Support Groups	The EL Teacher and Counselor will facilitate bi-weekly support groups for English Learners (23% of population) focused on acculturation, navigating middle school challenges, and building social connections, in addition to academic support.	Needs: Directly addresses the large EL population and the low growth rate of 16.2% for this subgroup on LEAP.
ESS-Focused Resource Coordination	The ESS Lead Teacher will coordinate with content teachers to ensure all students with disabilities (14% of population) receive appropriate, high-quality specialized instruction and accommodations, including a focus on embedding S/E learning into their modified curriculum where appropriate.	Needs: Addresses the significant ESS population and the need to reinforce the use of subgroup data to drive instruction (Weakness Contributing Factor).
Strategies to Improve Students' Social and Emotional Skills		
Strategy	Description and Implementation Details	Aligns with Needs Assessment/Louisiana Priorities
School-wide Social-Emotional Learning (SEL) Curriculum	Adopt and implement a research-based, explicit SEL	Needs: Addresses student attitudinal data showing 56% mainly listen to

	curriculum delivered weekly during designated advisory periods. Content will focus on the five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.	teachers talk, suggesting a lack of student-centered development and engagement.	
Explicit Teaching of PRIDE Expectations	Reinforce the existing school-wide behavioral expectations (P.R.I.D.E.) daily through morning announcements, posters, and in all classrooms. Teachers will explicitly model and teach the desired behaviors and use non-punitive, instructional language for minor infractions.	Needs: Directly supports the Contributing Factor of "School-wide expectations posted in classrooms and throughout the hallways and redelivered every morning" to maintain positive behavioral trends (Discipline decline).	
Restorative Practices Training for Staff	Provide professional development for all faculty and staff on the principles and implementation of restorative practices as an alternative to punitive discipline, focusing on repairing harm and building community, especially for addressing conflicts and behavioral issues.	Needs: Critical for sustaining the decline in suspension rates and improving the overall school climate referenced in the Comprehensive Needs Assessment.	

<i>What evidence-based practice (Activity or strategy) will</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress</i>	<i>Evaluation</i>	<i>Funding</i>
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School Name – Schoolwide Plan 2026-2027

<i>you implement to support achieving this overarching improvement goal?</i>			<i>Monitoring</i>		<i>Source (Federal, state, and local)</i>
School counselors and school mental health professionals will provide comprehensive, student-centered support through dedicated office hours, scheduled individual or small-group sessions, and drop-in crisis support as needed to address academic, social, and emotional needs.	Administration, Counselors, School Social Worker, Mental Health Professionals	August 2026- May 2027	Monthly	Sign-in logs, student session trackers, and referral logs	No cost to school
School counselors and school mental health professionals will systematically participate in ongoing school and district-led professional development opportunities to maintain full compliance with state/federal laws, legal standards, and ethical practices governing their roles at the school level.	Administration, Counselors, Mental Health Staff	August 2026- May 2027	Monthly	Agendas, sign-in sheets, and professional development completion certificates	District PD funds / No cost to school
School counselors and school mental health professionals will participate actively as core members of the Instructional Leadership Team (ILT) to align social-emotional supports with academic expectations and better assist students and families.	Administration, Counselors, ILT	August 2026- May 2027	Monthly	ILT meeting agendas, sign-in sheets, and action plans	No cost to school
The school will deploy a dedicated ESS Lead Teacher to ensure full compliance and consistency with Individualized Education Programs (IEPs) and optimize instructional accommodations for students in special populations.	Administrators, ESS Lead Teacher, ESS Department	August 2026- May 2027	Quarterly IEP compliance audits and progress monitoring reviewsDaily	IEP compliance logs, SER system documentation, and instructional audit reportsLog sheets	District staffing budget
The ESS team will convene monthly to conduct	Administrators, ESS	August	MonthlyMonth	Meeting	No cost to

School Name – Schoolwide Plan 2026-2027

data-driven reviews of student IEPs, evaluate goal mastery, monitor accommodations, and maintain rigorous state/district compliance.	Lead Teacher, ESS Department Staff	2026- May 2027	ly	agendas, sign-in sheets, and SER compliance records	school
The school will employ qualified paraprofessionals to deliver targeted classroom support, small-group accommodations, and push-in assistance for students in special populations across non-Math and non-ELA core subjects.	Administrators, ESS Department, Counselors, Paraprofessionals	August 2026- May 2027	Bi-weekly support schedules and walkthrough observations	Paraprofessional duty schedules, classroom support logs, and student performance metrics	District Special Education Funding
The EL department will provide targeted language acquisition support, newcomer adjustment support, and differentiated instruction to ensure English Learners achieve academic growth and cultural integration.	Administrators, EL Teachers, Counselors	August 2026- May 2027	Monthly language proficiency progress checks	ELPT assessment results, Amira progress monitoring reports, and CFA data	District EL Funds / Title III
Instructional specialists will deliver ongoing job-embedded coaching, curriculum guidance, and modeling to assist classroom teachers in effectively implementing Tier I instruction, interventions, and enrichment strategies.	Administrators, Instructional Specialists	August 2026- May 2027	Weekly coaching logs and walkthrough feedback	Teacher observation scores, PLC agendas, and CFA student growth data	SW Title I (\$85,000 salary + benefits)

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: SEL		Indicator Focus Area 2: Classroom discipline/environment	
S	All teachers will deliver the SEL curriculum during the first 45 minutes of P.E. on a designated day to be determined (either A or B). Each teacher with a P.E. class will teach the SEL curriculum.	S	Classroom environments throughout the school will be characterized by inclusive relationship-centered, and culturally responsive practices.
M	We will measure success through monitoring Navigate 360 usage data, observations of lessons, student quiz scores and the pre/post assessment.	M	Success will be measured by the increase or decrease of behavior incidents throughout the course of the school year. This will be done by weekly monitoring of behavior reports.
A	Right now, SEL instruction takes place the first 15-20 minutes of P.E. 60% of the teachers (3 out of 5) are implementing the curriculum with fidelity.	A	Positive climate survey responses from students and their families will increase by 20%. Classrooms previously in the top quartile for office disciplinary referral will have increased support to improve the classroom environment in order to reduce referral rate by 30%
R	This goal is relevant because SEL is a part of our school's MTSS plan and is a key component addressing the needs of our students by strengthening the competencies they need to build lasting relationships and manage their emotions.	R	This goal is relevant in order to ensure a safe and welcoming learning environment for our students.
T	By the end of September, all students will pretest in rethinkEd. By the second week of school, we will begin the scope and sequence for SEL instruction.	T	Behavior reports will be pulled weekly by the discipline team beginning by the end of the first month of school (August 2026), and will continue through the end of the school year (May 2027).

I	All students will be a part of the lessons. By focusing on SEL instruction, we hope to create an inclusive environment where all students feel welcomed.	I	The Instructional Leadership Team (ILT) will be responsible.
E	Developing SEL skills in students will allow us to help them maintain healthy relationships and stand up for themselves in unfair situations. They will also be empowered to be leaders in their classes and on campus.	E	Historically, African-American males students have been referred to the office more than any other demographic. Therefore, our focus on supporting teachers who most frequently use ODRs should result in more equitable outcomes.
Goal Statement: During the 2026-2027 school year, Southeast Middle School will continue to focus on ensuring that every student receives at least 15-20 minutes of explicit SEL instruction daily using the Navigate 360 platform. As a result, we should see an increase in student SEL self assessment scores		Goal Statement: By the end of the 2026-2027 school year, the results of the school climate survey will demonstrate a 20% increase in positive responses from students and families. An increase will occur among all identified demographic groups. The school also looks to decrease its overall suspension/referral rate by 4%.	

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	
Math - Eureka Squared Curriculum K-8 - Zearn online supplemental program ELA - myPerspectives (6-12) - Amira (EL support) - iReady Science - Amplify Social Studies - Gallopade	SEL lessons given through P.E. and provided by the MTSS department.
Tier II	

Math - IXL Curriculum (Enrichment & Acceleration) - Zearn online supplemental program ELA - Amira - IXL - iReady Science - Amplify Social Studies - Nearpod - Flocabulary	Based on our pre assessments, the counselors will conduct individual and small group sessions with students based on their area of need.
Tier III	
Math - Individualized Interventions (Pull outs) - Curriculum (Enrichment & Acceleration) - IXL online supplemental program ELA - Individualized Interventions (Pull outs) - IXL supplemental - AR Science - Individualized Interventions (Pull outs) - IXL supplemental - Nearpod	Beable articles through elective classes. Referrals made to ICare and our School Social Worker when intensive assistance is required.

Monitoring Interventions: How will your school make sure that interventions are taking place? *In order to make sure that interventions are taking place, teachers will be required to have sign-in sheets, evidence of specific topics and target areas of focus covered, and data to corroborate the need for intervention. Interventions will be monitored by use of Para schedule, attendance and scheduling of EL teachers.*

Scheduling Mandatory: What is the designated time for Explicit SEL Instruction? What is the designated time for Explicit SEL Instruction? *P.E., first 15-20 minutes each day*

How will time be scheduled for PLCs/Grade or Content Teams? *PLC's are conducted on Mondays during the teacher's planning period. Grade-level/content team meetings occur on Wednesdays during the teacher's planning period.*

Planning for the Future: How can individualized learning time be scheduled for students throughout the school year? *ILT can be scheduled during the specified SEL time in P.E..*

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	-Follow directions and procedures quickly -Cooperate with others -Listen, respect, and pay attention to the speaker/teacher	-Keep hands, feet, and objects to yourself -Listen when others are speaking	-Keep hands, feet, and objects to yourself -Remain in assigned location	-Have materials with you -Turn in assignments -Be in your seat with materials and ready to learn when the bell rings.	-Participate, work hard, and ask questions if you do not understand.
Hallway	-Stay calm and controlled in conflict with adults and peers. -Respect others' belongings - Keep hands and feet to yourself	-Walk on the right of the hallways -Use quiet indoor voices -Use appropriate language	-Keep hallways clean -Walk on the right -Move along	-Plan for you day -Be on time -Travel directly to your next class	-Respect others' space -Use manners when walking around others
Cafeteria	-Listen to and follow adult requests -Clean up after yourself -Keep noise level to a minimal	-Do not throw food. It is to be kept on your plate. -Keep your feet and hands to yourself.	-Keep all limbs out of the passage ways -Sit in the correct position to avoid injuries.	-Keep my place in line -Be responsive to directions given by adults	-Be patient as you wait in line
Restroom	-Clean up after yourself	-Be respectful of	-Deposit all paper	Limit restroom times to	-Respect privacy of others

		everyone's time due to limited capacity -Alert an adult when there is attention needed for the restrooms.	products appropriately -Cell phone and backpack free zone	between classes in order to ensure that class time is uninterrupted	
Bus	-Follow directions given by the driver at all times. -Move to the bus quickly and in a timely manner	-Be sure to pick up all the trash. -Do not vandalize the bus in any manner	-Stay seated while the bus is in motion. -Keep the noise level to a minimum to avoid driver distraction	-Be to bus stop in a timely manner in order to alleviate lost class time	-Takes responsibility for actions and makes amends when needed.
Arrival/ Dismissal	-Follow directions given by adults at bus port and carpool areas	-Arrive to school on time and report to the appropriate location. -Exit in the proper manner and to the proper location when you are called at dismissal time	-Follow all safety announcements and instructions	-Make sure to have all materials needed before exiting vehicles (bus or car)	-Make sure to have all materials needed before exiting vehicles (bus or car)

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

- At the beginning of the first semester of school, teachers will guide students through a review of the school and district handbook during 1st block and subsequent class blocks
- Teachers will also give students classroom expectations and rules on day one to encourage buy-in.
- Teachers will also look at the PBIS motto (P.R.I.D.E.- perseverance, respect, intelligence, discipline, and enthusiasm) in order to correlate it to SEL topics in order to continue to spiral in expectations.

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.

Family and Stakeholder Engagement in Schoolwide Planning (Component 1)

Southeast Middle School is committed to ensuring that the Schoolwide Plan is developed collaboratively with a diverse group of stakeholders, including parents and family leaders. To prepare and equip these stakeholders to provide meaningful input on the plan, the school implemented the following strategies:

Recruitment and Representation

A concerted effort was made to recruit parents and family members who reflect the school's diverse student body (including Black or African American, White, Asian, Hispanic, Students with Disabilities, and English Learners (EL)). Recruitment methods included:

- Direct outreach via phone and email to families of students in targeted subgroups (e.g., EL families, ESS families, families of students demonstrating low academic growth).
- Utilizing the Parent/Family Engagement coordinator and EL teachers (Eric Patterson, Sarah Smith, Paricia Zamora) to personally invite families from specific linguistic and cultural backgrounds.
- Distributing invitations in both English and Spanish to ensure accessibility.

Training and Capacity Building

To ensure family leaders could provide data-informed input, the school offered or connected families to training focused on understanding school performance data, curriculum, and assessments:

Training/Activity	Goal/Objective	Content and Materials Provided	Target Audience
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"Understanding the SPS and School Report Card" Workshop	To demystify the Louisiana School Performance Score (SPS) and key accountability metrics.	Simplified guides to the SPS (new scale and old scale), review of school-level SPS (23.2 F), and subgroup growth data (e.g., Math growth: 29.2%, EL growth: 16.2%).	All recruited Parent/Family Leaders
Curriculum and Assessment Overview Session	To familiarize parents with the curriculum standards and the purpose of key assessments.	Overviews of Tier 1 curriculum materials (ELA, Math), sample LEAP 2025 assessment items, and an explanation of the Mastery/Above, Proficient, Progressing, and Emerging performance levels.	All recruited Parent/Family Leaders
Data Portfolio Review and Analysis	To allow families to practice data triangulation using the school's Comprehensive Needs Assessment data.	Review of the school's Data Types (Cognitive, Attitudinal, Behavioral, Archival) and Part 2: WEAKNESSES data tables, specifically focusing on the decrease in ELA Mastery/Advance and the high percentage of EL and ESS students.	Core Planning Team Parents (including subgroup representatives)

Structured Input Sessions

Trained family leaders then participated in structured sessions designed to gather their input on the preliminary findings of the Comprehensive Needs Assessment (CNA) and the proposed Schoolwide Goals. Input was specifically sought on:

- Prioritizing the identified **WEAKNESSES** (e.g., ELA performance, low EL growth).
- Reviewing the identified **Contributing Factors** to ensure they align with the family experience (e.g., student engagement, teacher support).
- Providing feedback on the proposed **Schoolwide Goals** for growth and proficiency.

This systematic process ensured that the final Schoolwide Plan was not only compliant with federal and state regulations but was also genuinely informed by the perspectives of the Southeast Middle School community.

<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>
Parents will be invited to a workshop each semester to learn new strategies to assist with literacy and numeracy that can be used at home.	Administration, Instructional Specialists, Teachers	August 2026- May 2027		Agendas and parent sign-in log	
Each student will be given a student planner/school handbook. This communication tool will be used to ensure that parents are informed of school policies, procedures, and contact persons for a variety of topics. In addition, there are dedicated school-to-home communication pages.	Administration, Instructional Specialists, Teachers	August 2026- May 2027	Beginning of year paperwork	Student signature sheets	Planner: \$7000 PFE Title I
Parents will be invited to a workshop each semester to learn new strategies to assist with literacy and numeracy that can be used at home.	Administration, Instructional Specialists, Teachers	August 2026- May 2027	End of each semester	Agendas and parent sign-in sheets	
8th grade magnet application night will be held in October 2026 to ensure students that qualify for high school magnet programs are assisted in the application process.	Administration, Instructional Specialists, Teachers	August 2026- May 2027	End of semester	Parent sign-in sheets	
5th grade nights/tours will be conducted during 1st and 2nd semester to bring our feeder school 5th graders to campus and to have a parent/student STEM night	Administration, Instructional Specialists, Teachers	August 2026- May 2027		Field trip requests	
Orientation will be held July 2026 to orient new students and previous students on new school policies and procedures.	Administration, Instructional Specialists, Teachers	August 2026- May 2027		JCampus call logs and sign-in sheets.	

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Open house will be held in August 2026 to allow parents an opportunity to meet teachers, tour the campus, be briefed on the SWP, and to see student work.	Administration, Instructional Specialists, Teachers	August 2026- May 2027		JCampus call logs and parent sign-in sheets	EYG/FOAM partnership: \$9800
Parent LEAP night will be held in January 2027 to assist parents in understanding testing requirements.	Administration, Instructional Specialists, Teachers	August 2026- May 2027		JCampus call logs and parent sign-in sheets	
Parent ELPT night will be held in January 2027 to assist our EL parents in understanding testing requirements.	Administration, Instructional Specialists, Teachers	August 2026- May 2027		JCampus call logs and parent sign-in sheets	
PTO will continue its presence on the campus and will meet monthly to plan for school activities and student incentives.	Administration, Instructional Specialists, Teachers	August 2026- May 2027	Monthly	JCampus call logs and parent sign-in sheets	

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	By September 1, 2026, Southeast Middle School will implement a comprehensive communication strategy to inform both parents and students about the school's Multi-Tiered System of Support (MTSS) framework. Key Communication Components: • Detailed MTSS Overview: The communication will include a clear and accessible explanation of what MTSS is, the philosophy behind it (proactive support for all students), and how it is structured at Southeast Middle School (Tiers I, II, and III). • Parental Involvement: A specific section will be dedicated to outlining the role of parents in the MTSS process, including how they will be notified if their child is receiving Tier II or Tier III support, how to access student progress data, and opportunities for collaborative problem-solving meetings. • Student Understanding: The communication will also address students, explaining the various supports available to them, how academic, behavioral, and social-emotional needs are addressed, and who they can go to for help within the school (e.g., teachers, counselors, administrators).
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	• Delivery Methods: Information will be disseminated through multiple channels to ensure maximum reach, including a dedicated section on the school website, a mailed or emailed letter to all families, and a presentation during Open House or a school-wide Title I meeting. A commitment to providing translation services for non-English speaking families will also be communicated. This proactive and transparent communication is essential for ensuring that the MTSS framework is understood and utilized as a collaborative partnership between the school, students, and families to promote academic achievement and well-being for all Southeast Middle School students.
Academic Programs & Interventions	Continuous call-outs and emails regarding academic programs will be made by administration and teachers to inform parents of programs and interventions occurring per class and by the school. A comprehensive and sustained communication strategy will be implemented to ensure continuous parental awareness and involvement regarding all academic programs and interventions at Southeast Middle School. This strategy encompasses regular "call-outs" (automated or direct phone calls) and strategic email campaigns initiated by both the school administration and individual classroom teachers. The primary goal of these communications is to inform parents, in a timely and accessible manner, of the specific academic programs, resources, and individualized interventions being utilized within their student's classes, as well as the broader initiatives available across the school. These communications will detail the purpose of each program, anticipated student outcomes, and how parents can actively support the learning objectives at home, thereby fostering a robust school-home partnership essential for student success.
SEL & Behavior Interventions	Information sent through use of school weekly newsletter and/or website The primary methods for disseminating important school information to the wider community, including parents, students, and stakeholders, involve leveraging both digital and traditional communication channels. Specifically, information is regularly and consistently shared through the use of the school's weekly newsletter and/or the official school website. School Weekly Newsletter: • Purpose: The weekly newsletter serves as a comprehensive, consolidated communication tool, designed to provide a snapshot of the week's activities, upcoming events, important deadlines, and academic achievements. • Content: Typical content includes messages from the principal, PTA/PTO updates, athletic schedules, club announcements, curriculum highlights, volunteer opportunities, and detailed logistical information regarding school-wide initiatives. • Distribution: The newsletter is primarily distributed electronically, often via email subscription services (e.g., Mailchimp, Constant Contact) or the school's mass notification system, ensuring timely and direct delivery to all registered recipients. A printable version is also typically made available on the school website for accessibility.

	Official School Website: • Purpose: The website functions as the central, always-available repository for all official school documents, policies, calendars, and long-term resources. It is the definitive source for critical, static, and frequently updated information. • Content: Key sections include the master school calendar, staff directories with contact information, student and parent handbooks, academic program details, school performance data, emergency closing procedures, and archives of past weekly newsletters. • Accessibility: The website is designed to be user-friendly and accessible across all devices, providing 24/7 access to information. Regular updates ensure the displayed content is current and reliable, serving as the essential hub for community engagement.
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Community Involvement

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

The school plans to significantly strengthen its existing partnership with *EYG (Enhance Your Greatness)* for the upcoming 2026-2027 school year. This collaboration will be instrumental in sustaining and expanding the school's initiative to expose students to positive influences, practical career guidance, and essential mindset development. EYG will facilitate a robust series of guest speaker events, featuring successful professionals and motivational figures from diverse fields. The focus of these presentations will be on themes of positivity, the importance of setting and achieving ambitious career goals, and developing a resilient and growth-oriented mindset.

Furthermore, the school is committed to deepening its overall engagement with the broader community through the following enhanced strategies:

- **Understanding and Addressing Community Needs:** The school will formalize and intensify efforts to ensure all community partners have a clear and comprehensive understanding of the specific, evolving needs within the school community. This involves regularly sharing updated data on student and family challenges, and creating dedicated feedback channels (e.g., quarterly briefings, needs assessment surveys) to align partner resources effectively with critical areas such as mentorship, academic support, and basic necessities.
- **Continuous and Proactive Community Interaction:** The school will establish a calendar of continuous interaction with, and proactive invitation of, community members to participate in activities and events held at the school. This will move beyond standard assemblies to include:
 - **"Community Days" and Open Houses:** Regularly scheduled events designed specifically to showcase student work and welcome community members onto campus.
 - **Volunteer and Mentorship Programs:** Actively recruiting and coordinating community members to serve as volunteers, tutors, and mentors across various grade levels and subject areas.
 - **Joint Initiatives:** Collaborating with local businesses and organizations to host workshops, career fairs, and family engagement nights,

thereby embedding the school within the local social and economic fabric.

These measures are intended to build a stronger, more symbiotic relationship between Southeast Middle School and the community it serves, fostering a supportive environment crucial for student success and well-being.

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>
Schools will partner, as appropriate, with the New Teacher Project, LSU, Southern University, Southeastern University of LA, Relay and/or Teach for America/iTeach to meet the school's workforce needs.	Administrators	August 2026- May 2027			No Cost
Mentor Teachers will provide assistance/support to undergraduate residents and Post-Bac candidates through the Mentoring Matters program.	Administrators, Mentor Teachers, New Teachers	August 2026- May 2027	Monthly	Sign-ins and agendas	No Cost to school
In April and July of 2026, administration and a team of teacher leaders will collaboratively develop a school information brochure to use at Job Fairs in order to attract and hire highly qualified teachers that utilize varied instructional strategies. This brochure will also be used throughout the year to promote SMS.	Administrators, ILT	August 2026- May 2027			
Administrators will participate in district recruiting opportunities to market the school to potential new teachers	Administration	August 2026- May 2027		Sign-ins	No cost to school

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Twice a month, throughout the school year, on-site mentors will meet with their mentees at the school and district levels. On site mentors will meet with their mentees during team planning periods to model/coach, problem solve, and provide support. AP and New Teacher Mentors will conduct a New Teacher Orientation Session to welcome teachers that are new to the campus or new to teaching.	Administration	August 2026- May 2027	Monthly	Agendas and sign-ins	No cost to school
Administrators will pair new teachers with hallway partners to assist with day-to-day needs.	Administration, teachers	August 2026- May 2027			No cost to school
Teacher certification will be monitored through Teachlouisiana.net to ensure that certificates/certification is up-to-date	Administration, executive secretary	August 2026- May 2027	Quarterly	Data print-outs	No cost to school
Participate in quarterly staffing meetings with the Office of Human Resources to review staffing needs, monitor certification progress, and ensure alignment with district hiring goals.	Administration	August 2026- May 2027	Quarterly	Sign-ins	No cost to school

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>
The principal and school leaders will collaboratively use assessment data during team planning to develop lessons and activities for the transitional program (BLITZ). Incoming 6th grade students will participate in the program geared towards traditional students. Students will focus on foundational Math and ELA skills. • Incoming magnet students will participate in DATA BLITZ, which will function as an orientation for the Magnet Program. • The first week of school during team planning, teachers will analyze the data from the transition program to provide additional support throughout the school year. • The impact on academic performance and behavior will be monitored and analyzed	Administration, Instructional Specialists, Teachers	August 2026- May 2027		Agendas and sign-in logs	
Career Awareness for 6th-8th grade students will be held throughout the course of the school year. Speakers will focus on the education required for their field, as well as what they like and what they find challenging in their field. (EYG partnership).	Administration, Instructional Specialists, Teachers	August 2026- May 2027	Monthly	Agendas, calendars, sign-in logs	EYG/FOAM partnership: \$9800

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Students will participate in the district grade-level college and university field trips. These trips focus on college and career readiness goals set forth by the district.	Administration, Instructional Specialists, Teachers	August 2026- May 2027	Quarterly	Calendars, sign-in logs	
8th grade students will have an opportunity to review transcripts and complete Individual Graduation Plans (hard copy and online)	Administration, Instructional Specialists, Teachers	August 2026- May 2027		Returned signed copies	
Throughout the school year, SMS will visit elementary schools in order to participate in programs and to give information about the school. SMS will also host 5th graders for 5th grade days in order for them to tour the campus and ask questions pertaining to programming.	Administration, Instructional Specialists, Teachers	August 2026- May 2027	Quarterly	Field trip requests	
Parent Night and daytime sessions will be offered throughout the year to cover topics that will include: • Active parenting • Organization • Planning for high schools • IGPs	Administration, Instructional Specialists, Teachers	August 2026- May 2027		Agendas and sign-in logs	EYG/FOAM partnership: \$9800