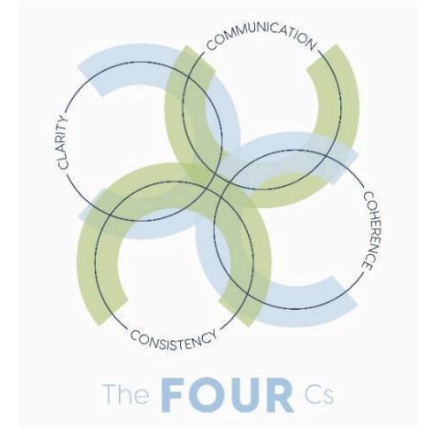




East Baton Rouge Parish School System Schoolwide Plan Woodlawn High School

9-12

15755 Jefferson Hwy. Baton Rouge, LA. 70817

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2025 - 2026

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District Assurance

- The plan was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed for one year, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.
- The plan will remain in effect for the duration of the school’s participation in Title I, except that the school will regularly monitor and revise the plan as necessary
- The plan is available to the LEA, parents, and the public in an understandable and uniform format.
- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.
 - (Component 1): Comprehensive Needs Assessment
 - (Component 2): Evidence-Based Strategies
 - (Component 3): High Quality and On-going Professional Development
 - (Component 4): Strategies to Increase Parent and Family Engagement
 - (Component 5): Early Childhood Transition
 - (Component 6): Teachers Participate in Decision
 - (Component 7): Timely Assistance and Interventions
 - (Component 8): Coordination and Integration of Federal, State, and Local Services and Programs
 - (Component 9): Teacher Recruitment and Retention
- I further certify that the information in this assurance is true and correct to the best of my knowledge.

Principal Dr. John Allen Jenkins Jr.	Date
Executive Director Marvin Evans	Date

Faculty and Staff Review

Date	Name	Position	Signature
	Dr. John Jenkins	Principal	
	Dr. Jes’ca Signater	Assistant Principal	
	Donnell Hyde	Assistant Principal	
	Deborah Roberts	Assistant Principal	
	Trenier Mabry	Assistant Principal	

Louisiana's Goals and Priorities

Educational Priorities

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

Six Critical Goals

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

Louisiana Believes:

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

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

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

Woodlawn High School

Mission

Our mission is to empower all students to become responsible, critical thinkers, and lifelong learners, that embraces diversity to become engaged citizens making positive impacts in our local community and the world by fostering leadership skills with personal growth intellectually, athletically, artistically, and socially in a data driven safe learning environment.

Vision

Woodlawn High fosters a safe and engaging learning community that develops intrinsically motivated students with a voice to thrive academically, athletically, emotionally, and socially as responsible citizens prepared for success in college, careers, and life in the world around them.

Cornerstones

- **Student Achievement:** We will ensure that all students maximize their education and personal potential by supporting them and the community from graduating from high school to college or careers. (CFAs)
- **Exemplary Customer Service:** We will provide all stakeholders with responsive, caring, meaningful experiences with the district.
- **Operational Excellence:** We will be responsible stewards of community resources for the effective achievement of district priorities.
- **Employee Development:** We will develop and provide opportunities for all employees based on student-centered data to help them grow and feel valued.
- **Student Core Values:** Hardworking students learning critical academics, communication, and social-emotional skills. These young leaders will demonstrate kindness, responsibility, and an appreciation for diversity. Students will produce high-quality work to meet common core standards and graduate college and career-ready

Instructional Leadership Team

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

An established Instructional Leadership Team meets weekly around

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

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

[Woodlawn High Long-Range Plan](#)

(link a copy of the ILT Long-Range Plan)

Woodlawn High 25-26 ILT Long Range Plan (updated 9-30-2025)

https://docs.google.com/document/d/1aCioiT2hkO0asFrD6WDgfvdxDum_eYa/edit?usp=sharing&oid=100564969667049643877&rtpof=true&sd=true

[Jenkins WHS 25-26 LEADERSHIP LONG-RANGE PLAN](#)

 Woodlawn High 25-26 ILT Long Range Plan Template.docx

<https://docs.google.com/document/d/118SDteV8qRSKhC0nzPzUUBHqAzr7HesvpFTZsW1nhPU/edit?usp=sharing>

ILT Members				
ILT Meeting Date and Time:				

Data Types

The types of data in the table should make up the Data Portfolio housed at the school.

	Data Types			
Stakeholder	Cognitive	Attitudinal	Behavioral	Archival/Contextual
<i>Administrators</i>	ILT Meetings Teacher Coaching	- Administrator Questionnaires - Administrator Interviews	Being positive Consistent Accountable	- Demographics - Schedule meetings
<i>Teachers</i>	Team PLC Grade level, core & Elective collaboration Principal-led PD Embedded Professional Development.	- Teacher Focus Groups - Teacher Surveys - Teacher Interviews - School Improvement Team - Coaches' and Sponsors' interventions	- Classroom Observations - Walkthroughs - Attendance Rate - Interventions	- Demographics - Intervention Documentation - Schedule meetings
<i>Students</i>	- LEAP 2025 - ACT - DIBELS - DRA - Benchmark Assessments - STAR - SRI - LEAP 360 - Beable - IXL - Albert IO - CFAs	- Student Surveys - Student Focus Groups - Student Interviews - Student Clubs - SEL Feedback	- Classroom Observations - Walkthroughs - Discipline Rates - Attendance Rates - Interventions	- School Report Cards - Demographics - Subgroup Components - Tableau Reports - Climate Surveys - Student test cards - Student profiles

Woodlawn High School – Schoolwide Plan 2025-2026

	• SEL Data			
<i>Parents</i>	PTO involvement Updated communications	• Parent Surveys • Parent Focus Groups • Parent Interviews •	• Attendance Rates (school participation) • Homework Environment	• Demographics • Scheduled meetings

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

Comprehensive Needs Assessment

SY 2025-2026 Schoolwide Planning

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

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
1274	810	186	43	223	216	956	184	223	26
Percentage	63.6%	14.6%	3.4%	17.5%	16.9%	75.03%	14.4%	17.5%	2.0%

School Performance Score				
2018-2019 SPS= 63 Letter Grade= C	2021-2022 SPS= 66.6 Letter Grade= C	2022-2023 SPS= 71.9 Letter Grade= C	2023-2024 SPS =70.2 Letter Grade=C	2024-2025 SPS = Letter Grade=
Assessment Index Score				
2018-2019 SPS= 43.7 Letter Grade	2021-2022 SPS= 43.5 Letter Grade	2022-2023 SPS= 41.4 Letter Grade	2023-2024 SPS = 38.4 Letter Grade	2024-2025 SPS Letter Grade
Progress Index Score				
2018-2019 SPS= 68.7 Letter Grade	2021-2022 SPS=70.4 Letter Grade	2022-2023 SPS= 69.8 Letter Grade	2023-2024 SPS = 67.6 Letter Grade	2024-2025 SPS Letter Grade

WOODLAWN HIGH SCHOOL
SPS Data Trend 2018-2025

Data	17-18 New Formula ESSA	18-19	20-21 Letter Grade Covid	21-22	22-23	23-24	25-25
English I Index		49.3	52.2	52.6	45.2	44	46.4
English II Index		53.8	52.5	52	53.8	46.3	55.9
Algebra I Index		40.6	32	20.7	36.6	25.3	26.4
Geometry Index		31	41.8	34.6	32.7	41.8	27.5
Biology Index		33.7	35.8	40.8	52.2	42.1	43.1
US History Index		51.5	37.5	14	44.1	42.6	39.5
Assessment Index	48.4	43.7	41.9	43.5	41.4	38.4	40
ACT Index	53.3	49.7	38	43.8	49.3	37.8	35.7
Strength of Diploma	75.2	82.7	85.1	82.3	85.7	91.3	100.3
Grad Rate Index	71.8	63.3	66.3	66.7	83.9	86.1	
Graduation Rate	65.5	70.3	73.7	74.1	75.5	77.5	150
Progress Index	67.7	68.7	68.9	70.4	69.8	67.6	49.8
Letter Grade	C	C		C	C	C	B
SPS	80.9	63	19-65.4	66.6	71.9	70.2	75.2

Woodlawn High School – Schoolwide Plan 2025-2026

Data	17-18 New Formula ESSA	18-19	20-21 Letter Grade Covid	21-22	22-23	23-24	24-25
English I Mastery +	26	25	52.2	30	24	24	
English II Mastery +	33	30	52.5	30	34	34	
Algebra I Mastery +	14	11	12	5	9	9	
Geometry Mastery +	10	11.813	17	12	11	8	
Biology Mastery +	10	11	11	13	26	18	
US History Mastery +	26	26	14	26	19	15	

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
T9		-		2 (100%)		-
9th		1(2%)		26 (50%)		25 (48%)
10th		2 (7%)		22 (76%)		5 (17%)
11th		1(4%)		16 (67%)		7 (29%)
12th		2 (9%)		16 (70%)		5 (22%)
Total		6(5%)		82(63%)		42 (32%)

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2023-2024 (1307 Total)	2024-2025 (1281 Total)	2023-2024 (1307 Total)	2024-2025 (1281 Total)	2023-2024 (1307 Total)	2024-2025 (1281 Total)
163 (12%)	204 (16%)	192 (14%)	258 (20%)	17 (1.3%)	12 (0.9%)

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	Woodlawn High has an SPS of 70.2; it is projected that Woodlawn High will maintain a grade of “C” with a 2% growth increase for the school year 2024-2025	LDOE & EBR Accountability
2.	The Graduation Rate grade was a B	LDOE
3.	The strength of diploma grade was an A	LDOE

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: Teachers are in favor of assisting students with their assignments after school and during lunch to increase students' academic achievement in core content and to improve test scores based on students' previous test card data.

Instrument(s): Administration's Pop-ups, Walkthroughs, Observations, and School improvement on a student data-driven base, Monitoring processes.

Data Type:

1. Attitudinal
2. Behavioral
3. Attitudinal

Findings

1. Teachers and Staff believe the data-driven instructional strategies and learning activities are aligned with classroom goals and expectations.
2. Students are engaged in reading, listening, writing, and solving mathematical activities.
3. Students trust and believe the work in the classroom is meaningful, challenging, and they enjoy working in small group activities.

Contributing Factor: The Faculty and staff provide a safe and positive learning environment that promotes parental support and community involvement.

Instrument(s): Administration's Pop-ups, Walkthroughs, Observations, and Parent Meetings with School Leaders

Data Type:

1. Attitudinal
2. Attitudinal
3. Attitudinal

Findings

1. The teachers and staff believe the school's administration develops the environment that supports continuous improvement
2. Parents believe the communications between the teachers, staff, and parents are respectful and improving to be more helpful.
3. The teachers and staff believe the school defines measurable goals focused on student-driven data to improve student academic achievement.

Contributing Factor: Continuous Monitoring of student-driven data	
Instrument(s): CFAs, Albert IO, IXL, Beable, Anet, Achieve 3000	
Data Type: 1. Cognitive 2. Cognitive 3. Cognitive 4. Cognitive	Findings 1. CFA, Albert IO, IXL Data provides focused benchmarks and standards for targeted improvement 2. CFA, AlbertIO, and IXL data show continual progress towards mastery of benchmarks and standards 3. Beagle and Achieve 3000 data show continual improvement of lexille scores 4. CFA, Alber IO, IXL data allows for adjustments to improve instruction.

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	Algebra I Index decreased from (36.6) in 2023 to (25.3) in 2024	Leap 2025
2.	Biology Index decreased from (52.2) in 2023 to (42.1) in 2024	Leap 2025
3.	English I Index decreased from (45.2) in 2023 to (44) in 2024	Leap 2025
4.	English II Index decreased from (53.8) in 2023 to (46.3) in 2024	Leap 2025
5.	Low school attendance rates (x %)	JCampus attendance reports

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: Lack of student Preparedness	
Instrument(s): Administration's Observations, Department Chair Reviews, Teacher Talks	
Data Type: 1. Cognitive 2. Cognitive 3. Cognitive	Findings 1. Students are missing key standards on the Leap 2025 exam in Biology, U S History, English I and II, and have decreased performance. 2. Students are not mastering math solutions and are missing key foundations in Algebra I 3. Algebra Leap 2025 scores have decreased by 11.3%

Contributing Factor: School-Wide Attendance	
Instrument(s): JCampus reports average daily attendance, Frontline data	
Data Type: 1. Behavioral 2. Behavioral 3. Behavioral	Findings 1. Correlations between assessment scores and teacher absences. 2. Correlations between the number of absences and low student achievement. 3. High correlations between assessment scores, major/minor referrals with interventions, and the number of students absences.

Contributing Factor: Decreasing student performance in the areas of Algebra I, English I, English II, and Biology	
Instrument(s): Leap 2025 Results, Walkthroughs, Pop-Ups	
Data Type: 1. Archival 2. Cognitive 3. Cognitive 4. Cognitive	Findings 1. Continued noted math and reading deficiencies across all courses due to COVID learning loss. 2. Walkthrough data and lesson plans suggest Algebra I teachers are not effectively using Tier I curriculum (Eureka Math) 3. Novice teachers in Algebra I, English I, and Biology 4. Lack of basic 8th grade math skills to translate into deficits in Algebra I

Schoolwide Goals

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math (Algebra I)			Math (Algebra I)			Graduation Rate		
English			English			Read based on a nationally recognized exam		
Math growth for the lowest 25% of students			Science			Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students			Social Studies					
English Language Acquisition (ELL)								

Overall Goal: By the end of the 2025-2026 school year, Woodlawn High School SPS will increase from 70.2 to 72.2 as measured by Louisiana’s Accountability System.

CORE ACADEMICS - ELA	Tier 1 Resources: 9th-12th myPerspective		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>School Literacy Plan</u> (Elementary and K-8 Schools)			
<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	Literacy RI.9- 10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.9. 10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a sports news paper). The ELA department at Woodlawn High School will prioritize strengthening students’ reading comprehension and literary analysis skills, particularly the ability to cite textual evidence and analyze the author’s craft, to support growth on LEAP 2025 and overall literacy proficiency.		
ELA SMART Goal:	The ELA I Assessment Index will increase from 41.2 to 43.2 and ELA II from 45.3 to 47.3 on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.Bythe end of the 24-25 school year, WHS will improve the overall literacy skills of all students by measuring student performance on At assessments and Beable Lexile levels. Students will increase growth by 3% from diagnostic assessments and Beable assessments. *Historically, students have lower performance in the above standards. This will be analyzed and adjusted based on the Anet diagnostic and Beable pacing guides. By May 2026, Woodlawn High School will increase the percentage of students scoring Mastery or above on the LEAP 2025 ELA assessment from XX% to XX% through the implementation of data-driven instruction, focused reading comprehension strategies, and bi-weekly writing workshops.		
<u>AFFIRMATION</u> Where have gains been made? What strategies were used?			

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

Areas of Progress: Reading

ANALYSIS

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

School's Priority: Increase student Lexile reading level from below grade to grade level

Student Learning Problem: Students who are not reading on grade level have trouble analyzing text. Teachers and support must address this and scaffold lessons.

Root Cause & Supporting Data: Achieve 3000 data shows the average reading Lexile level was between 5th -7th grade for all 9th -12th grade students.

**Student Impact: Using Beable and other methods to increase the reading Lexile for all high school students
Scaffolding lessons with rigor for different reading levels.
Writing workshops and teaching students to analyze text and cite evidence**

Educator Professional Learning Needs:

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Instructional			IXL, AlbertIO, CFA data, and classroom		Title I General Fund

Woodlawn High School – Schoolwide Plan 2025-2026

			observations		
Cultural/Behavioral (Discipline Referrals and Intervention supports)	Deans, Administrators, Guidance, Support Staff, Teachers				Discipline Data
Operational (Safe environment)	Deans, Administrators, Guidance, Support Staff, Teachers				Evolv

CORE ACADEMICS - Mathematics	Tier 1 Resources: New Tier I Curriculum Adopted by the District, Khan Academy		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>Historical Data Trend</u>			
<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	Algebra I HSA.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. Algebra II HSF.IF.C.7c Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. Geometry HSG.CO.B.63 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. The Math Department at Woodlawn High School will prioritize strengthening students' conceptual understanding and problem-solving skills in Algebra I and Geometry, with a focus on using data from LEAP 2025, common formative assessments, and online platforms to inform instruction and support student growth in mathematical proficiency.		
Math SMART Goal:	The Math Assessment Index will increase from XX to XX on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year. By the end of the 2025-2026 school year, students will increase ANet average achievement scores by 3% per student. The above standards were historically low performance standards and will play a key role in increasing student achievement by 3%. By May 2026, Woodlawn High School will increase the percentage of students scoring Mastery or above on the LEAP 2025 Math		

	assessment from XX% to XX% through the implementation of data-driven instruction, and focused numeracy strategies.
<u>AFFIRMATION</u> - Where have gains been made? What strategies were used? - Who were the key individuals in achieving these gains? - How will you leverage those individuals and strategies for continuous improvement this school year?	
Areas of Progress:	
<u>ANALYSIS</u> - What is the priority? - What student learning problem needs to be addressed to attain the goal? - What is the root cause of this student learning problem? What data supports this hypothesis? - What is the student impact if you attain this goal? - What professional learning is needed for administrators, teacher leaders, and teachers?	
School's Priority: Increase student numeracy levels from below grade level to grade level	
Student Learning Problem: Students who are not proficient and basic numeracy have difficulty analyzing and solving math problems with accuracy.	
Root Cause & Supporting Data: Leap 2025 assessments show 236/347 (68%) Algebra I and 236/358(65.9 %) Geometry students scored unsatisfactory and Approaching Basic. Based on observations and walkthroughs, it is noted that teachers are modeling mathematical procedures rather than thinking. A shift must occur in mathematical thinking for students to solve more complex problems.	
Student Impact: Effective use of calculators to increase accuracy when solving problems. Scaffolding lessons with rigor to provide multiple ways to find solutions. Solving word problems, workshops, and teaching students to analyze step-by-step reasoning for solving math problems.	
Educator Professional Learning Needs: Mathematical discourse in the math classroom. Using manipulatives in the math classroom. Using a calculator to improve accuracy in the math classroom. Representing mathematical thinking rather than procedures.	
<u>ACTION STEPS</u>	

Woodlawn High School – Schoolwide Plan 2025-2026

Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Instructional, Mathematical discourse PD, Progress of Math standards PD	Department head, administrators, and ILT Team	August 2025-May 2026	CFA, AblrIO, IXL, LEAP 360		Title I General Fund
Cultural/Behavioral, Standard math talk in all classrooms	Deans, administrators, Teachers, Guidance, and support		Observations		
Operational					

CORE ACADEMICS - Science	Tier 1 Resources: Next Generation Science Standards		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?			
Science Focus Area	To increase Biology 2025 EOC/LEAP 2025 Scores		
Science SMART Goal:	The Science Assessment Index will increase from XX to XX on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.		
<u>AFFIRMATION</u> - Where have gains been made? What strategies were used? - Who were the key individuals in achieving these gains? - How will you leverage those individuals and strategies for continuous improvement this school year?			
Areas of Progress:			

ANALYSIS

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

School's Priority: Increase Biology Leap Test scores. In addition compete in Vex Robotics competitions

Student Learning Problem: Completing open response questions. In Vex students learn how to develop, build, program, and complete in vex competitions

Root Cause & Supporting Data:Robotics is a growing area for the world.

Student Impact:Create a profession in robotics to change the way the world functions.

Educator Professional Learning Needs:Vex Programming, and building instructions

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
• To increase Biology EOC/Leap 2025 scores, teachers align their lessons appropriately to mastery standards of the Leap 2025 and will differentiate their lesson using inquiry-based strategies. It is essential that teachers practice data tracking and standard- based test alignment and re-teaching strategies to assist students in meeting the instructional goals set in the classroom. • Teachers will use simulated testing labs to	Science Depart. Chair, All traditional Science Teachers, All Science GT/GS/Magnet Teachers, Principal. Assistant Principal, Gifted Site Coordinator, Magnet Site Coordinator,	August 2025-May 2026	CFAs, 9 weeks Grades, Vex Robotics competitions , and Observations	Assistant Principals will conduct a review of weekly lesson plans using Google Classroom. Weekly lesson plan checks , Pop ups, and	Title I General Fund (Magnet : Vex Robotics)

increase students' higher order problem solving skills and knowledge of Biology. • Students will think deeply about the following strand topics: human body systems, cells, biological evolution, and scientific inquiry through storyline. Using NRSS and cooperative learning strategies, Google Classroom, and differentiated learning activities teachers will be able to assist with individual students' learning needs. • Develop, build, program, and compete in Vex Robotics competitions.	Deans, Guidance Counselors			in-class walkthroughs. ITL, PLCs, and data tracking Lesson Plans: Google Class Planning: Google Classroom Additional Assessments: Albert IO, IXL, CFAs, vex competition awards	

CORE ACADEMICS - Social Studies	Tier 1 Resources: DBQ		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?			
Social Studies Focus Area	US History and Civics.		
Social Studies SMART Goal:	The U S History Assessment Index will increase from 39.2 to 41.2 LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.		
<u>AFFIRMATION</u> - Where have gains been made? What strategies were used? - Who were the key individuals in achieving these gains? - How will you leverage those individuals and strategies for continuous improvement this school year?			
Areas of Progress:			
<u>ANALYSIS</u> - What is the priority? - What student learning problem needs to be addressed to attain the goal? - What is the root cause of this student learning problem? What data supports this hypothesis? - What is the student impact if you attain this goal? - What professional learning is needed for administrators, teacher leaders, and teachers?			
School's Priority: US History and Civics			

Student Learning Problem: Completing open response questions.					
Root Cause & Supporting Data: Student do not attempt open response questions					
Student Impact: increase students score by answering open response questions using complete statements					
Educator Professional Learning Needs:					
<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Teachers will provide students with activities that utilize DBQs and/or mini DBQs. Teachers will encourage students to view documentary evidence, write effectively, and to think critically as they pull evidence from the text. • Create open-ended questions that show high order thinking from students' responses • Tier II and III specific interventions and remediation opportunities for 9-12 based on data analysis of students' growth. • Develop student data focused lessons to encourage real-world, inquiry-based problem solving skills. • Research projects requiring multiple sources via print and media.	Social Studies Depart. Chair, All traditional Science Teachers, All Science GT/GS/Magnet Teachers, Principal. Assistant Principal, Gifted Site Coordinator, Magnet Site Coordinator, Deans, Guidance Counselors	August 2025 to May 2026	IXL, AblertIO, CFA data, and classroom observations	Assistant Principals will conduct a review of weekly lesson plans using Google Classroom. Weekly lesson plan checks , Pop ups, and in-class walkthroughs. ITL, PLCs, and data tracking Lesson Plans: Google Class Planning: Google Classroom	Title I General Fund

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				Additional Assessments: Albert IO, IXL, CFAs	

Non-CORE Academics		Resources:		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development	

<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>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Combine Core and elective PDs	Core and Electives Depart. Chair, All traditional Science Teachers, All Science GT/GS/Magnet Teachers, Principal. Assistant Principal, Gifted Site Coordinator, Magnet Site Coordinator, Deans, Guidance Counselors	August 2025 to May 2026	IXL, AblertIO, CFA data, and classroom observations	Assistant Principals will conduct a review of weekly lesson plans using Google Classroom. Weekly lesson plan checks , Pop ups, and in-class walkthroughs. ITL, PLCs, and data tracking Lesson Plans: Google Class Planning: Google Classroom	Title I General Fund

*This section is mandated for AUS, CIR, UIR, and UIN schools, and optional for all other schools.
Executive Directors will provide additional guidance.*

- *Subgroups*
- *Freshman Academy*
- *ACT*
- *Pathways*
- *Graduation Rate*
- *Attendance Rate*

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

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
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<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Operational meetings , ILT meetings , and Professional Development ELA 9-12 district specialists, Coaching during PLCs, Pearson, Master teacher, CFA, Albert IO, IXL Math District specialist, Master Teacher, Coaching during PLCs, Eureka, Great Minds, Albert IO, CFA, IXL The Mentor Teacher will complete the state mentor teacher certification The teacher will receive coaching via a tiered approach to support, motivate, and develop a teacher by setting concrete, short-term individual goals	District Personnel, Principal, Assistant Principals, Teacher Leaders, Mentors, Master Teachers	June 2025-May 2026	CFAs, Progress Reports	Sign-in sheets, agendas, certificates of completion.	District Title I General Fund
SEL (What professional development is needed to ensure faculty members can implement the MTSS plan?) o SEL	Administration and MTSS Committee	August 2025	Administration walk-throughs	Sign-in sheet Agenda	Title I General Fund ?

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- o Academics - o Behavior-Inservice for teachers to discuss, train, & identify school wide expectations					

MULTI-TIERED SYSTEM OF SUPPORT

Student Achievement		Exemplary Customer Service		Operational Excellence		Employee Development	
SEL Foundation for MTSS Success Using the CASEL Indicators for Schoolwide SEL, identify which two areas will be the focus for the school year. For each indicator, create a SMARTIE goal and goal statement. Schools will select one indicator from each focus area outlined below: For the 2025- 2026 school year, schools will be asked to select one component from two different focus areas that have been highlighted SEL Instruction: Schools will select either SEL integrated into Academics or Explicit SEL instruction. School teams will work with the MTSS department and their executive directors to select the category that best fits the needs of their campuses (Note: schools that previously implemented Manners of the Heart curriculum or struggled with tier I implementation will select explicit SEL instruction as their focus area). Supportive Environments: Schools will select either Supportive Discipline or Supportive School and Classroom Climates.							
Indicator Focus Area 1: Supportive Discipline				Indicator Focus Area 2:			
S	Specific: School guidance counselors, the social worker, ICare Specialist, and Deans will use Re-thinkED data to pull at-risk students for small group or individual sessions (Check In Check out) and intervention development			S	Specific: Staff development for explicit SEL instruction in the classroom setting.		
M	Measureable: Small groups or individual sessions will be set based on need, and small groups or individual sessions will meet bi-weekly and be documented in check-out forms			M	Measurable: Re.Think ED data tracking of usage time and completed activities		
A	Achievable: Students who participate in small group or individual mentoring sessions will see a reduced number of referrals, and goal setting per individual student.			A	Achievable: 70% of students will meet the required rethink Ed time requirement		
R	Relevant: Previous years' social, emotional, and behavioral data suggest the need for SEL instruction			R	Relevant: Previous years' social, emotional, and behavioral data suggest the need for SEL instruction		
T	Time-Bound: Small Groups and individuals will meet			T	Time-Bound: Weekly lessons in classrooms that will be		

	bi-weekly, and groups will be changed on a needed basis. Every nine weeks, referral reports should be created to show reduction over set periods of time.		monitored by administration and guidance
I	Inclusive: All faculty, staff, and students will be trained in the SEL curriculum	I	Inclusive: All faculty, staff, and students will be trained in the SEL curriculum
E	Equitable: SEL data in Re-thinkEd will drive small group sessions with guidance, social workers, and deans	E	Equitable: SEL data in Re-thinkEd will drive small group sessions with guidance, social workers, and deans
Goal Statement: WHS will use small group and individual SEL sessions to better meet the needs of students at risk and in need of more support and interventions. This will produce a positive change in behavior using SEL data and create intervention documentation		Goal Statement: WHS will focus on explicit SEL instruction to improve social and emotional learning that will impact positive change in MTSS.	

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	
The teacher will confer with the student about academic support and offer 1:1 support	The teacher will conference with the student 1:1 in the classroom for behavior support and contact the parent and document in JCampus Disciplinary options/responses a teacher or employee may use include: a. Nonverbal redirection and/or teacher proximity; b. Verbal/individualized redirection or reprimand; c. Conduct a teacher-student conference; d. Loss of privileges e. Implementation of PBIS Classroom Minor Behavior Tracking Form; f. Contact parent by email, note, or telephone call;

	a. Written notification to parents of disruptive or unacceptable behavior, with a copy provided to the principal; b. Referral of the student to a school counselor, social worker, mental health professional, and/or certified school psychologist; c. Oral or written reprimand; d. Assignment of remedial work; e. Impose other disciplinary measures approved by the principal and the faculty of the school, and in compliance with School Board policy
Tier II	
The teacher will contact (Call, email, Text, certified mailed letter) the parent or guardian to discuss academic support and document communication in JCampus. Teachers can also refer to the school guidance counselor. Team with a coach/Sponsor to provide additional support.	The teacher contacts the parent, dean/admin, school guidance counselor, and coach/sponsor for support. Students receive progressive discipline at the school site level. A student in grades nine through twelve removed from a class by a teacher shall not be permitted to return to the class during the same class period unless agreed to by the teacher initiating the disciplinary action. Additionally, the student shall not be readmitted to the class until the Dean/principal has implemented at least one of the following disciplinary measures: a. Conferencing with the principal or designee; b. Detention; c. Referral to school counselor, I CARE Specialist, or certified school psychologist; d. Peer mediation; e. Referral to the school building level committee; f. Restorative justice practices; g. Loss of privileges; h. Excluding from extra-curricular activities, such as field trips, commencement exercises/award ceremonies; i. In-school suspension; j. Alternative site suspension; k. “Behavior”, “behavioral”, and/or “conduct”

	contracts; l. Assignment to Time-out-Room (in-school suspension); m. Assignment to Behavior Clinic (in-school suspension); n. Initiate expulsion proceedings for infractions involving weapons or drugs. o. Initiate expulsion proceedings when the safety of students and staff has been put in jeopardy. p. Referral for assignment to an alternative setting; q. Require completion of all assigned schoolwork and homework that was assigned during a period of suspension; r. Any other appropriate disciplinary actions determined by the principal or designee with the concurrence of the teacher or building-level committee; s. For any bullying, investigate and report as required by La. R.S. 17:416.14. See Section Seventeen; or t. Restricted access to the virtual learning environment.
Tier III	
Additional tutoring is offered, and the student begins the SBLC process	Students are placed on a specific behavioral plan with the dean/administration and will be provided mentoring. The next step beyond behavior support is a request for a change in placement Level 3 Infractions are misconduct for which a principal may discipline a student by detention, by in-school suspension, by alternative site suspension, by recommending an expulsion, or by suspending a student from riding on a school bus. In general, disciplinary options/responses for misconduct should be imposed in a progression, beginning with the least severe

	appropriate response. However, stricter discipline may be initially imposed if it is an appropriate disciplinary response to an infraction. The possible options or responses for a principal or designee may include any of the following: a. referral to school level building committee; b. referral to counseling, behavior, and/or conduct contracts; c. assignment to Behavior Clinic; d. in-school suspension; e. detention; f. alternative site suspension; or g. assignment to an alternative placement or recommend expulsion
Monitoring Interventions: How will your school make sure that interventions are taking place? Deans, admins, guidance, coaches, and mentors will monitor with sign-in sheets. Scheduling Mandatory: What is the designated time for Explicit SEL Instruction? How will time be scheduled for PLCs/Grade or Content Teams? Teachers will meet each week in PLC teams Planning for the Future: How can individualized learning time be scheduled for students throughout the school year? ILT is a time set aside for students to work independently on learning goals, online programming, etc.	

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							
WHS School Wide Expectations	P P B Be	R O V Visible	I S D Doing	D I R Right	E T	I	V	E
Classroom	Students are positive and engaged in the lesson.	Students complete work on time, turn in, and participate in cooperative learning.						
Hallway	Students will follow all hallway rules and expectations within 6 minutes between classes.							
Cafeteria	Students will form lines in the cafeteria and throw away trash							

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	when eating.							
Restroom	Students will use the restroom for intended use and not hang out having personal conversations or not violating school rules							
Bus	Students will remain seated on the bus at all times and not violate bus rules							
Arrival/Dismissal	Student will arrive at school on time follow morning searching rules and will not be dismissed before the dismissal bell							

What is your plan to explicitly teach behavior expectations at the beginning of each semester? Please list below:Administrators and deans will conduct grade level meetings and discuss the policy handbook and expectations. Administration and deans will also meet with teachers to discuss school wide expectations they will reiterate and teach in their classrooms.

Woodlawn High School Discipline Matrix 25-26

 Woodlawn High School Discipline Matrix 25-26

PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics					
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development		
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
• WHS will conduct parent -teacher conferences throughout the school year so that parents have more chances to meet with teachers and receive reports on their child’s progress. • Principal, assistant principal, and teachers will live stream and post Honors Awards banquet at WHS during the fall and spring semester, to experience the honor awards recognition any time they are available. • Parents will participate in parental development and sharing activities during an AP/Dual Enrolment informational meeting. Informational brochures regarding WHS and its AP/Dual enrollment courses, expectations, grade, and testing requirements will be provided. • EL parent meetings will be conducted to aid in connecting with the school. • Various means of communication such as letters/ news letters, parent notification letters will be given when appropriate. In addition, the school marquee, website and automated calling system will be utilized for communication purposes as well, (C, V, P, L@H, CC, DM)	Deans of students, guidance counselors, Gifted Coordinator, Magnet Coordinator. Assistant Principals , principal, PTO, Teachers and Parents	August 2025 to May 2026	Bi-weekly and Nine weeks	Sign-in sheets and Photographs, live streams, social media will be used as a tracking device of attendance to various events held on campus , Call outs	Title I-PFE, LOSFA, school funding

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• MTSS Additional parent and family engagement activities include: • College & Career Readiness Workshop • Jumpstart & Graduation Pathway WorkShop • ESL Workshop for parents and students • PBIS Awards and recognition Event • ACT/SAT/PSAT testing informational Meeting • LOSFA Meeting					

How are you going to communicate with parents about the MTSS plan? How are you working with students this year? How are you going to increase parental involvement in MTSS?

MTSS Plan Overview	The MTSS committee will create a slideshow to present to parents at orientation and distribute the slides virtually to families not present
Academic Programs & Interventions	School callouts, website, social media, live streams, orientation, PTO meetings, and open house.
SEL & Behavior Interventions	School callouts, website, social media, live streams, orientation, PTO meetings, and open house

Community Involvement

How are you going to foster community partnerships to assist with your MTSS Plan? *Please list below. The WHS PTO, athletic boosters, performing arts boosters will assist with the MTSS plan.*

Instruction by Certified Teachers – Certified Teacher Recruitment

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
(CIR & UIR academics) Schools will partner with new teacher project, LSU, Southern University, Southeastern, LA University, Relay and or Teach for America in order to meet the school's workforce needs. Administrators will attend EBR teacher recruitment fairs to hire highly qualified teachers. Once a month, throughout the school year, the BEST coordinator and /or site mentor will meet highly qualified mentee teachers to model/coach, problem solve, and provide instructional support and recommendations regarding discipline practices. Once a week, throughout the school year, administrators and dept. Chairs will meet with highly qualified teachers to provide support, guidance, and follow-up	Deans of students, guidance counselors, Gifted Coordinator, Magnet Coordinator. Assistant Principals, principal, and mentoring teachers	August 2025-May 2026	Nine weeks meeting with HR to update teacher status	Job Fair attendance and BEST documentation will be kept on file, additional documentation towards highly qualified status will be reviewed and forwarded to HR upon request, Copy of teacher certifications	Title I

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Transition to Next-Level School Programs

Choose Appropriate Level

High School to Post-Secondary

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
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<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
• High-stakes test prep workshops and after-school classes for parents will be conducted; test-prep materials will be distributed. (L@H) • An ACT/LOSFA informational meeting will be provided for parents during the Spring semester. Parents in attendance will learn ACT test design, college readiness standards, financial aid, and costs of attending college. (C,L@H) • The school will establish regular, meaningful communication between home and school via printed newsletters, live streams, website calendars, the school marquee, Remind 101 app, and school-based website. (CC, P, V, DM) • Guidance , the gied, and magnet site coordinators will organize an 8 th grade day to introduce student prospects to the high school campus. In addition, both coordinators will conduct school tours to showcase their programs. • The school’s guidance counselors will participate in a middle to high school	Deans of students, guidance counselors, Gifted Coordinator, Magnet Coordinator. Assistant Principals, principal, and mentoring teachers , all teachers, Upward bound Liaison	Fall 2025-Spring 2026		Sign in Sheets and Photos will be used as a tracking device of attendance and participation to selected events held on campus	Lofsa

recruitment day. The guidance counselors will send the feeder schools in the area to begin showcasing the school’s academic courses and extracurricular activities. • Non-repeat 9 th and 10 th grade students will participate in the Explorer’s Club under the GEARUP grant. Students will participate in life-lesson activities facilitated by the GEARUP sponsor each quarter. In addition, students will take part in creating activities to encourage school spirit					

Academic Intervention

Schools with Academic Intervention Labels

Is the school identified as a school requiring academic intervention?

Academic Intervention Label:

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

AUS Status -

Overall Vision and Goals

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

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

To inform our vision and goals, we analyzed multiple data sources, including LEAP scores, district benchmark assessments, CFA data, and student performance in platforms such as AlbertIO, Beable, Anet, Achieve 3000, and IXL. Later in the year, we also examined common formative assessments developed by the district and tracked daily LEAP question results. Teachers monitored student progress using these tools, which guided the alignment of our instructional goals. The data revealed significant gaps in foundational math skills and a high number of students reading below grade level. Students continue to struggle with making inferences and citing relevant textual evidence. In collaboration with the district, we identified additional areas of weakness, highlighting the need for improved small-group instruction and differentiation. To address these challenges, we have supported teachers in writing clear, specific, and measurable objectives. Professional development has also focused on standard and lesson internalization, preparing higher-order and essential questions, and developing a deeper understanding of mastery-level expectations. However, this understanding is still evolving. There is an ongoing need for teachers and administrators to strengthen their data interpretation skills. Additionally, we must improve how we track data and involve students in tracking their own progress. In math, Expressions, Equations, and Inequalities remain a challenge for our 6th and 7th graders. In ELA, reading comprehension and writing continue to be areas of concern. Our instructional specialist should work closely with teachers to identify strengths and target instructional weaknesses. We will measure progress toward our vision and goals through improvements in student achievement data. Mission Our mission is to empower all students to become responsible, critical thinkers and lifelong learners, who embrace diversity to become engaged citizens making positive impacts in our local community and the world by fostering leadership skills with personal growth intellectually, athletically, artistically, and socially in a data-driven driven safe learning environment. Vision Woodlawn High fosters a safe and engaging learning community that develops intrinsically motivated students with a voice to thrive academically, athletically, emotionally, and socially as responsible citizens prepared for success in college, careers, and life in the world around them.

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

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

We gathered input from various stakeholders—including parents, students, teachers, paraprofessionals, leadership team members, and parents from our feeder schools—to help identify our school's needs. In addition, the Instructional Leadership Team (ILT) reviewed trend data from previous years' benchmark, standardized assessments, and students' test card data. The ILT then prioritized these needs in a logical sequence, which guided the development of our annual goals to ensure alignment with our overall school vision.

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

Our Improvement Plan aligns closely with our Schoolwide Plan. Title I funds are strategically allocated to support professional development for teachers and to provide essential resources for students, with a particular focus on those performing at the lowest levels. The Instructional Leadership Team (ILT) used data to evaluate and determine which expenditures from the previous year should be continued or discontinued.

Effective Workforce

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

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

Our Approach to Developing and Sustaining an Effective Workforce

1. Job-Embedded Professional Development: We prioritize timely, on-the-job professional development tailored to teacher needs, identified through analysis of gaps between student work and success criteria.
2. Cross-Curricular Collaboration: Teachers are encouraged to collaborate across subject areas, allowing them to share strategies and refine instructional practices together in PDs.
3. Data-Driven Support: The Instructional Leadership Team (ILT) regularly reviews student work and teacher practices to identify instructional gaps. Based on this analysis, targeted support is provided through collaborative PD sessions and individualized coaching plans.
4. Incentivized Learning Opportunities: We allocate funds for additional professional development outside of regular school hours, specifically aimed at supporting and incentivizing new teachers to deepen their instructional effectiveness.

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

1. Develop leadership skills across the school community.
2. Provide targeted professional development for teachers.
3. Establish mentorship opportunities for staff.
4. Address needs identified in the assessment, including leadership development and teacher support.
5. Enhance teacher capacity to improve student success.

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

Over the next three years, the school is committed to strengthening leadership by providing ongoing professional development for the principal and offering regular training and mentorship for key leadership roles. The plan also includes identifying and developing future leaders through targeted leadership training, professional growth opportunities, and a defined pathway for advancement within the school.

What steps is your school taking to retain effective educators?

To retain effective educators, our school is dedicated to offering continuous professional development, fostering a positive and supportive work culture, and implementing structured mentorship programs. We prioritize adult social-emotional learning and provide diverse opportunities for professional growth, including peer reviews, learning walks, and participation in district, state, and national conferences. Team-building activities are integrated to strengthen collaboration, and we emphasize a healthy work-life balance to ensure teachers feel valued and supported. Additionally, we encourage teacher participation in district-sponsored motivational events to boost morale, engagement, and support life long learning.

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

1. Structured Collaborative Planning Time: Allocate regular time for grade-level or content-area teams to plan lessons, analyze student work, and align instructional strategies. Use protocols (e.g., looking at student work, lesson study) to ensure productive collaboration.
2. Instructional Leadership Team/ Professional Learning Communities (ILTs/ PLCs) Establish PLCs focused on data analysis, instructional strategies, and student outcomes. Encourage inquiry cycles where teachers set goals, implement strategies, and reflect on results together.
3. Peer Observation and Feedback Implement a non-evaluative peer observation system to foster trust and shared learning. Use observation tools and focus areas (e.g., engagement strategies, questioning techniques) to guide feedback.
4. Instructional Rounds Conduct instructional rounds where teams of educators visit classrooms to observe specific instructional practices. Debrief sessions focus on trends and next steps for schoolwide improvement.
5. Coaching Cycles Provide instructional coaching with a clear cycle: pre-observation planning, classroom observation, and post-observation reflection. Use student data and teacher goals to individualize support.
6. Cross-Grade or Cross-Content Collaboration: Promote vertical and interdisciplinary collaboration to align expectations and reinforce key skills across subjects and grade levels.
7. Data-Informed Professional Development Use data from observations and student assessments to identify common areas of need and design targeted professional development sessions.
8. Leadership Modeling and Support School leaders should participate in learning walks and provide constructive, timely feedback. Leaders model collaborative practices and celebrate instructional growth.
9. Follow-Up and Accountability: Ensure professional learning includes follow-up actions, goal setting, and progress monitoring. Embed opportunities for teachers to revisit and refine their practices over time.

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

Educators implement data-informed, research-backed strategies that are practical and adaptable to meet the diverse needs of students. These strategies are selected based on findings from the needs assessment and are chosen for their proven effectiveness in addressing specific gaps. The school prioritizes approaches supported by strong or moderate evidence from research and best practices to ensure meaningful and targeted improvement.

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

Our school identifies and creates key positions to support school improvement and academic achievement by analyzing data from needs assessments, academic performance data, teacher collaboration, and stakeholder input. Based on this analysis, we determine critical areas requiring targeted support, such as instructional coaching, interventions, RTIs, and data analysis. We prioritize the creation of roles that directly impact teaching and learning, such as instructional specialists, content-area leads, and interventionists. These positions are designed to provide job-embedded support for teachers, deliver targeted instruction to students, and ensure consistent implementation of evidence-based strategies. Additionally, we align staffing decisions with our improvement goals and available resources, often leveraging Title I and other funding sources to sustain these positions. Collaboration with the Instructional Leadership Team ensures that these roles remain responsive to evolving school needs and contribute directly to improved student outcomes.

Instruction

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

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

The school's theory of action is based on the belief that when adults are empowered to be effective instructional leaders through ongoing professional development, data-informed decision-making, and collaborative practices, then students will receive high-quality instruction that leads to measurable academic growth. To support this, the school focuses on:

- a. Building Instructional Leadership Capacity: Providing training and coaching for school leaders, teacher leaders, and instructional staff to deepen their understanding of high-quality instruction and standards-based planning.
- b. Implementing Consistent Observation and Feedback Cycles: Using regular classroom observations, feedback sessions, and coaching to continuously improve instructional practices.
- c. Promoting Collaborative Professional Learning: Facilitating structured teacher collaboration through PLCs, peer observations, and data analysis to refine instruction and align practices across classrooms.
- d. Using Student Data to Drive Instruction: Equipping educators with tools and training to analyze student work and assessment data, ensuring instruction is responsive to student needs.
- e. Monitoring for Evidence of Learning: Ensuring that instruction includes clear learning targets, success criteria, and opportunities for students to demonstrate understanding through formative assessments and performance tasks.
- f. By investing in the effectiveness of adults, the school ensures that students are consistently engaged in rigorous, high-quality learning experiences that drive achievement.

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

Our school will implement a series of targeted strategies and interventions that directly address the needs identified through data analysis, stakeholder input, and instructional observations. To close foundational skill gaps, we will strengthen small-group instruction and differentiation across all grade levels. Standards-based planning and lesson internalization will be a priority to ensure instructional alignment and clarity of learning goals. Professional development will be ongoing and job-embedded, with instructional coaches providing individualized support through observation and feedback cycles. Teachers will use common formative assessments and track student progress to drive instruction, while also empowering students to monitor their own academic growth. To support new educators, we will provide mentorship and targeted training to improve instructional effectiveness. In response to academic performance data, we will focus on priority standards in key areas such as Expressions and Equations in high school math, and reading comprehension and evidence-based writing in ELA. Additionally, social-emotional learning will be integrated into daily instruction to promote student well-being and engagement. These strategies are aligned with our school improvement goals and are designed to promote academic achievement and overall student success.

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

The school ensures instructional approaches are implemented in a timely and effective manner by strategically identifying and building internal capacity. This begins with assessing staff expertise and experience to determine who can lead and support key instructional initiatives. The school reviews scheduling structures to provide dedicated time for collaboration, professional development, intervention, and coaching. Teacher readiness is evaluated through surveys, observations, and leadership input, allowing professional learning to be personalized and responsive to staff needs. Leadership capacity is expanded by empowering teacher leaders and distributing responsibilities among instructional teams. Resources and funding are aligned with instructional priorities to ensure materials, technology, and training are available when needed. Implementation progress and student outcomes are continuously monitored by the Instructional Leadership Team, allowing for timely adjustments and ongoing support. This strategic approach ensures that instructional practices are executed effectively to support student achievement.

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

Our school is planning to scale and sustain the instructional approach schoolwide by establishing a clear, systematic framework for implementation, monitoring, and ongoing support. This begins with aligning all instructional strategies to schoolwide goals and ensuring that they are rooted in evidence-based practices and the needs identified through data analysis. To ensure consistency and impact, we are investing in the development of instructional leadership through ongoing training for administrators, instructional coaches, and teacher leaders. These leaders will support the implementation of instructional practices across all grade levels and content areas. We are embedding professional learning into the school schedule through PLCs, collaborative planning, and job-embedded coaching. This allows teachers to continuously refine their instructional practices, share best practices, and address challenges in real time. Sustainability is supported through the use of clear protocols, instructional frameworks, and common planning tools that ensure continuity year to year. Progress is monitored through data reviews, classroom observations, walkthroughs, pop-ups, and feedback cycles, with adjustments made based on student outcomes and teacher feedback. Additionally, we are fostering a culture of collective ownership and continuous improvement, where all staff members are engaged in the instructional vision. By building leadership capacity, securing aligned resources, and maintaining a strong focus on professional growth, we aim to scale our instructional approach for maximum impact and ensure long-term sustainability.

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

Our school identifies and selects evidence-based strategies by aligning them with the findings from our comprehensive needs assessment. This process includes a thorough review of academic performance data, classroom observations, stakeholder input, and school climate indicators. Identified areas of need—such as foundational skill gaps in math and reading, inconsistent instructional practices, and targeted professional development—guide our selection of strategies that have demonstrated success in addressing similar challenges. Reference state and district-level best practices that match the specific needs of our school community. Involve the Instructional Leadership Team (ILT) in selecting strategies that are relevant, feasible, and S.M.A.R.T. Consider practices informed by educator expertise and positive results from summative and formative assessments. Our strategy selection process emphasizes not only the strength of evidence but also the practicality and consistency of implementation. This approach ensures that our improvement efforts are grounded in research, aligned with school needs, and capable of being implemented effectively with available resources.

System Supports

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

The school’s theory of action around structural configuration is based on the premise that intentionally organizing time, staffing, and resources to support collaboration, professional learning, and instructional focus will enhance workforce effectiveness and instructional quality. To reinforce this, the school has embedded dedicated time in the master schedule for teacher collaboration, planning, and professional learning communities (PLCs), enabling teams to engage in standards-based instruction and data-driven decision-making. Distributed leadership roles, including instructional coaches, content leads, and mentors, are established to guide instructional practices and support ongoing development aligned with school improvement goals. Staff and resources are strategically allocated based on student needs to ensure targeted instructional support, while professional development is streamlined and embedded within the school calendar to promote consistent implementation. Additionally, the school’s structure supports flexible instructional models such as co-teaching, small-group instruction, and intervention blocks, allowing for differentiated and responsive teaching. This intentional structural alignment ensures that all systems and resources work cohesively to build educator capacity, strengthen instruction, and drive student achievement.

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

1. Standards-based planning and lesson internalization ensures instructional alignment and clarity of learning goals. Responds to inconsistencies in lesson quality and rigor.
2. Ongoing professional development and instructional coaching build teacher capacity in content knowledge, pedagogy, and data use. Supports new and veteran teachers through job-embedded learning.
3. Implementation of common formative assessments and data tracking systems enables real-time monitoring of student progress and instructional impact. Promotes student ownership of learning through goal setting and reflection.
4. Mentorship and induction programs for new teachers provide early-career educators with guidance, support, and structured onboarding. Increases teacher retention and instructional effectiveness.
5. Focus on priority standards in math and ELA Target key areas such as Expressions and Equations (math) and text-based writing and comprehension

(ELA). Directly addresses academic weaknesses highlighted in benchmark and state assessments.

6. Integration of social-emotional learning (SEL) supports student well-being and classroom engagement. Responds to school climate and behavioral data. Each support and intervention is purposefully designed to address specific needs identified through the school's comprehensive needs assessment, ensuring a focused and data-informed approach to improving student outcomes.

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

The selection of strong, moderate, or promising evidence-based strategies through a structured, data-driven process aligned with identified instructional priorities. This includes analyzing student performance and school climate data, reviewing reputable research and best practices, and engaging the Instructional Leadership Team to evaluate feasibility and relevance. When strong evidence is limited, promising strategies are piloted and monitored for effectiveness. All strategies are tailored to meet the needs of diverse student populations, ensuring equity, practicality, and measurable impact.

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

Our school selects strategies by examining key themes from the needs assessment and aligning them with both immediate priorities and long-term improvement goals. Short-term strategies focus on targeted supports, such as tutoring and intervention groups, to address urgent academic gaps. For long-term goals, we implement systemic solutions like curriculum refinement, professional development, and instructional planning to address root causes. All selected strategies are intentionally aligned with the school's overarching improvement plan to ensure sustained progress and lasting impact.

Critical Categories

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

How is your school establishing or continuing internal routines?

At the high school level, our school is strengthening internal routines by conducting weekly Instructional Leadership Team (ILT) and Teacher Collaboration (TC) meetings to monitor student progress, analyze performance data, and adjust instructional approaches accordingly. We maintain a structured system for tracking student outcomes, with teachers consistently entering and reviewing data to inform instruction. Monthly professional development sessions are dedicated to enhancing instructional practices and aligning them with school goals. Additionally, established communication protocols between staff, administrators, and families ensure consistent support and shared responsibility for student success.

How is your school establishing or continuing routines with stakeholders?

Our school is building and maintaining strong routines with stakeholders by facilitating regular meetings focused on student progress and school-wide initiatives. Monthly newsletters are distributed to keep families informed about key events, academic updates, and available resources. Consistent communication is further supported through scheduled parent-teacher conferences, stakeholder feedback surveys, call-outs, Electronic communication, social media and opportunities for families to participate in decision-making processes. These efforts promote ongoing collaboration and shared accountability in supporting student achievement and overall school improvement.

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

At the high school level, our school ensures the schoolwide plan is accessible to teachers, paraprofessionals, families, and the broader community by posting it on the school website and providing printed copies during major events such as parent-teacher conferences and open houses. The plan is presented in a clear, easy-to-understand format and translated into Spanish and other languages as needed, to support non-English-speaking families, in accordance with Louisiana state requirements. Ongoing updates are communicated through newsletters and direct outreach from teachers to keep all stakeholders informed and engaged.

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

Each year, our school systematically reviews the schoolwide plan by examining student performance data, stakeholder survey results, and the effectiveness of current strategies and interventions. We communicate progress and updates through multiple platforms, including the school newsletter, app, website, and during key events such as open house and literacy night. Following this review, we make informed revisions to the plan—refining goals, improving instructional practices, and reallocating resources—to respond to emerging needs and drive continuous growth.

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

Our school is structured for sustainability by intentionally coordinating and integrating the activities outlined in the schoolwide plan with federal, state, and local programs and resources. This includes alignment with Title I, health and nutrition services, culture and climate initiatives, and career and technical education programs. Cross-departmental collaboration ensures a unified approach to student support, while academic and non-academic services are integrated into existing school structures such as PLCs, ILT meetings, and advisory meetings. Professional development, instructional strategies, and wraparound supports are embedded into daily practice to promote continuity. The Instructional Leadership Team regularly monitors program impact, using data and stakeholder feedback to adjust and strengthen implementation. All efforts are aligned with the school's long-term strategic goals to ensure sustained improvement and student success.