



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

EBR Readiness Elementary School

K-5

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2026 - 2027

Table of Contents

Table of Contents	2
District Assurance	3
Faculty and Staff Review	4
Louisiana’s Goals and Priorities	5
Mission & Vision Statements	6
Data Types	7
Comprehensive Needs Assessment	8
Schoolwide Goals	14
CORE ACADEMICS - ELA	15
CORE ACADEMICS - Mathematics	17
CORE ACADEMICS - Science	19
CORE ACADEMICS - Social Studies	21
Non-CORE Academics	23
Student Subgroups and Student Attendance	24
Student Opportunities - High Schools ONLY	25
PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics	26
STUDENT SUPPORT SERVICES	27
MULTI-TIERED SYSTEM OF SUPPORT	28
PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics	31
Instruction by Certified Teachers – Certified Teacher Recruitment	32
Transition to Next-Level School Programs	33

District Assurance

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

(Component 1): Family and Stakeholder Engagement

(Component 2): Comprehensive Needs Assessment

(Component 3): Strategies for Improvement

(Component 4): Student Support Services

(Component 5): Student Opportunities

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

(Component 7): Professional Development

(Component 8): Student Transition

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

Principal	Date
Executive Director	Date

Faculty and Staff Review

[illegible]

Louisiana's Goals and Priorities

Educational Priorities

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

Six Critical Goals

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

Louisiana Believes:

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

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

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

School's Mission

To provide students and families with an academic environment that is caring and responsive to their needs so that the students may maximize their education and personal potential.

School's Vision

To inspire students to be better than they thought possible, to encourage them to value others as well as themselves, and to make decisions that will have a positive impact on their future and the world around them.



Data Types

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

	Data Types			
Stakeholder	Cognitive	Attitudinal	Behavioral	Archival/Contextual
<i>Administrators</i>		- Administrator Questionnaires - Administrator Interviews		Demographics
<i>Teachers</i>		- Teacher Focus Groups - Teacher Surveys - Teacher Interviews	- Classroom Observations - Walkthroughs - Attendance Rate	Demographics
<i>Students</i>	- LEAP 2025 - ACT - DIBELS - DRA - Benchmark Assessments - STAR - SRI - LEAP 360	- Student Surveys - Student Focus Groups - Student Interviews	- Classroom Observations - Walkthroughs - Discipline Rates - Attendance Rates	- School Report Cards - Demographics - Subgroup Components - Tableau Reports - Climate Surveys
<i>Parents</i>		- Parent Surveys - Parent Focus Groups - Parent Interviews	Attendance Rates (school participation)	Demographics

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

Comprehensive Needs Assessment SY 2026-2027 Schoolwide Planning

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

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
42	39	0	0	3	3	42	12	3	7
Percentage	92.9%			7.1%	7.1%	100%	28.5%	7.1%	16%

School Performance Score

2025-2026 Simulated SPS Score and Letter Grade	72.1 C
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K-3 Literacy EOY Data (in %) (delete if not needed)									
DIBELS	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
	Grade K								
	Grade 1			100%					
	Grade 2	50%				50%			
	Grade 3	100%							
	Grade 4					100%			

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
21%	7%	0%	61%	0%	0%

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	A relative strength was identified in 4th grade proficiency where the % of students scoring Mastery in ELA increased from 7% 2024 to 9% in 2025. A relative strength was identified in 4th grade proficiency where the % of students scoring Mastery in Math increased from 0% 2024 to 6% in 2025.	LEAP 2025
2.	25 out of 28 or 89% of K-2 students increased their overall DIBELS composite score by 3% - 5% on the EOY DIBELS Test	DIBELS
3.	Students in grades 3-5 increased their overall exposure to text by 50% Reading school average 20 minutes a day	LEAP 2025 DIBELS Student Reading Logs

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: EBR Readiness Elementary staff used data to create instructional plans focused on meeting students at the instructional level.	
Instrument(s): Weekly common assessments, benchmarks assessments, intervention and observational data.	
Data Type: 1. Cognitive 2. Cognitive	Findings 1. Weekly common assessments, benchmarks assessments, intervention and observational data was used to diagnose strengths 2. Differentiation of activities and interventions were implemented based on the analysis of DIBELS, Intervention , weekly data, and behavioral data.

Contributing Factor: EBR Readiness Elementary students and teachers benefitted from on-going professional development.	
Instrument(s): Collaborative planning meeting & new teacher induction meeting sign-in sheets and agendas	
Data Type: 1. Archival 2. Archival 3. Attitudinal	Findings 1. Professional Learning Community agendas indicated that professional development was provided weekly to support the improvement of teacher content knowledge, based upon observational data analysis and district goals. 2. Professional Learning Community sign-in sheets indicated that 80% of staff members attended weekly meetings. Absenteeism contributed to the attendance goal of falling below 100%. 3. 90% of the teacher surveys indicated that teachers participate in collaborative meetings across grade levels and content areas.

Contributing Factor: EBR Readiness Elementary implementation of High-Quality Instructional Materials (HQIM) and Embedded Instructional Routines in English/Language Arts and Mathematics.	
Instrument(s):	
Data Type: 1. Archival 2. Behavioral	Findings 1. 80% of teacher lesson plans utilize HQIM in ELA and Math. 2. 75% of walkthroughs have at least some implementation or full implementation witnessed in the observation.

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	A relative weakness was identified in Reading Comprehension Grades 3-5 3rd grade- 92% of the students were not proficient in Reading 4th grade-94% of the students were not proficient in Reading 5th grade- 91% of the students were not proficient in Reading	LEAP 2025 ELA
2.	A relative weakness was identified in grades 3-5 regarding weak mastery of the grade level standards (major content). 3rd grade 92% of the students were not proficient 4th grade 94% of the students were not proficient. 5th grade 95% of the students were not proficient.	LEAP 2025 Math
3.	A relative weakness was identified in grades 3-5 regarding weak mastery of the grade level standards (major content).	LEAP 2025 Social Studies

	3rd grade 100% of the students were not proficient 4th grade 100% of the students were not proficient. 5th grade 91% of the students were not proficient.	
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Contributing Factors to Weaknesses based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival data of the previously identified weaknesses:

Contributing Factor: Students' attendance has impacted their ability to make adequate gains academically.		
Instrument(s): LEAP data, JCAMPUS		
Data Type: 1. Behavioral 2. Archival 3. Contextual	Findings 1. Monthly attendance rate of 54%- limited student exposure to consistent explicit teaching. 2. Teachers' data sheets have at least 50% of the students missing tests. 3. 50% of the parents have been referred to truancy court by EBR Child Welfare and Attendance.	

Contributing Factor: Teacher experience level contributes to the level of rigor and expertise when delivering content.		
Instrument(s): Human Resource Staffing Report, Observation data, SPS data		
Data Type: 1. Contextual 2. Behavioral 3. Cognitive	Findings 1. 60% of the instructional staff has fewer than 3 years experience. 2 80% of the faculty had a weakness in questioning and discussion techniques on observations and evaluations. 3. EBR Readiness Assessment Index is and 18.6 F .	

Contributing Factor: High rates of student behavior issues and a need for consistent school-wide SEL strategies disrupt the learning environment.		
Instrument(s): JCampus, Discipline data, Staffing Data		
Data Type: 1. Contextual 2. Contextual	Findings 1. 75% of the students have a Tier II or Tier III behavior plan. 2.The school did not receive a Social Worker until January 2026	

Schoolwide Goals

Overall Goal: By the end of the 2026-2027 school year, at least 70% of the students at EBR Readiness ES tested will earn progress points in either ELA or Math as measured by Louisiana’s Accountability System. *(Use the Simulated SPS)*

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %
Math	5%	8%	Math	5%	8%
English	8%	11%	English	8%	11%
Math growth for the lowest 25% of students	N/A		Science	4%	7%
English growth for the lowest 25% of students	N/A		Social Studies	4%	7%
English Language Acquisition (ELL)	0%	3%			

CORE ACADEMICS - ELA	Tier 1 Resources: K -2: Expeditionary Learning (EL) 3rd – 5th: Louisiana Guidebooks
<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	To increase Reading proficiency as measured by DIBELS composite score(K-3) or Fluency(4-5) by 3%
DIBELS Focus Area	To increase Reading proficiency as measured by DIBELS composite score(K-3) or Fluency(4-5) by 3%
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from well below to at least below on the Spring 2026 DIBELS EOY Assessment for the 2025-2026 school year.
ELA SMART Goal:	The ELA Assessment Index will increase from 22% to 25% on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 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 will utilize high-quality, standards-aligned instructional materials. These resources are selected for their strong alignment with state standards and proven effectiveness in supporting differentiated learning. - The school will follow all routines and strategies embedded in the instructional resources (including but not limited to):	

- Close reading
- Annotating
- Vocabulary Building

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>
Use and monitor Tier I curriculum and provide ongoing support with Lesson plans, curriculum assessments	Teacher Admin	ongoing	Lesson plans Assessments Teacher data	80% or more teachers using Tier I curriculums evidenced by walkthrough data	General Fund
Partnerships with public libraries and activities centered around reading.	Teacher Admin	ongoing	Lesson plans Assessments Teacher data Intervention Usage data	Monthly newsletters with reading Activities and events.	General Fund Title I School Accounts
Centralized focus on small group remediation for students with Reading gaps using Amplify.	Teacher Admin	ongoing	Lesson plans Assessments Teacher data Intervention Usage data	Lesson Plans Walk throughs	General Fund Title I School Accounts

CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka Math 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	<u>Improve proficiency in major content area</u>
Math SMART Goal:	<u>The Math Assessment Index will increase from 5% to 8% on the LEAP 2025 Spring 2026 Assessment for the 2026-2027 school year.</u>
<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>	
- Implement the RDW strategy with a strong emphasis on writing within classroom instruction. Utilize the chunking method to break problems and texts into manageable parts to support student understanding and structured written responses. - Implement small group instruction based on identified student needs using data from Exit Ticket audits, CFAs, and/or benchmark assessments. Use this data to determine which students have mastered the skill ("Got It"), are approaching mastery ("Almost Got It"), or need additional support ("Not Yet"), and form targeted small groups accordingly. - Utilize headphones and scratch paper during Zearn to ensure students are able to focus, process their thinking, and work through	

problems effectively.

Implement HQIM Math Curriculum:

- The school will utilize high-quality, standards-aligned instructional materials, including **Eureka Math Squared** for mathematics. The curricula are selected for their strong alignment with state standards and proven effectiveness in supporting differentiated learning. Each resource provides a comprehensive range of materials catering to diverse learning needs, ensuring rigorous instruction is accessible to all students.
- The school will implement the embedded instructional routines that are embedded in the curriculum
 - Eureka Math Squared Ex: Math Chat, Take a stand, which one doesn't belong?

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>
Math Teachers will differentiate instruction by modifying Math activities to meet the needs of all students as identified by common assessments. . Students will complete Math Performance tasks with the teacher at least once per week. <i>Exposing Students to High-Level Learning!</i>	Principal ILT Team	Aug 2026 - May 2027	The principal along with the Instructional Leadership Team will conduct weekly observations to ensure strategies are being used, evidenced by LER Rubric for teachers. Principal along with the Instructional Leadership Team will review weekly instructional plans and provide timely, meaningful feedback.	80% or more teachers using Tier I curriculums evidenced by walkthrough data	General Fund Title I School Accounts

Using ongoing data, teachers will provide students with remediation, intervention, and / or enrichment opportunities. Specific core content programs and strategies will be used accordingly. in all content areas RDW- Math Strategy Individual Student Data Folders Professional Development: Using RDW Effectively in the Classroom	Principal ILT Team	Aug 2026 - May 2027	The principal along with the Instructional Leadership Team will conduct weekly observations to ensure strategies are being used, evidenced by LER Rubric for teachers. Principal along with the Instructional Leadership Team will review weekly instructional plans and provide timely, meaningful feedback to teachers	STudent Data Trackers & Walkthrough data	General Fund Title I School Accounts
Centralized focus on small group remediation for students with Math gaps using ZEARN	Teacher Admin	ongoing	Lesson plans Assessments Teacher data Intervention Usage data	Lesson Plans Walk throughs	General Fund Title I School Accounts

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	Reason Scientifically (apply scientific reasoning skills to analyze information, draw conclusions, and solve problems using evidence-based thinking)
Science SMART Goal:	The Science LEAP Reporting Category Reason Scientifically will increase 3%-5% percentage points in grades 3-5 on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 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>	
Implement HQIM Science Curriculum: Amplify Science (Grades K-8) - Implement Amplify Science as the core HQIM to support phenomena-based instruction and 3-dimensional learning. - Use Amplify's hands-on investigations, simulations, and embedded literacy strategies to deepen conceptual understanding. - Incorporate unit assessments and student interaction data to inform tiered workstations and targeted small-group instruction. - Integrate CRE writing tasks within Amplify's evidence-based argumentation routines.	

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>
Connecting scientific reasoning to math (data interpretation), ELA (argument writing), and social studies (evaluating evidence).	Science teachers, math teachers, ELA teachers, & Social Studies teachers	School Year	Review of exit tickets, journals, performance task, integrated assessments	80% or more teachers using Tier I curriculums evidenced by walkthrough data	Title One
Teaching literacy skills that support scientific thinking, such as analyzing informational texts and distinguishing fact from opinion.	ELA Teachers, Science Teachers, ILT	School Year	Formative assessments, journals, performance task	Exit Tickets Student Work	Title One
Centralized focus on small group remediation for students with Science gaps using IXL	Teacher Admin	ongoing	Lesson plans Assessments Teacher data Intervention Usage data	Lesson Plans Walk throughs	General Fund Title I School Accounts

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	Analyze and cite evidence from primary sources.
Social Studies SMART Goal:	By the end of the school year, students will analyze and cite evidence from primary sources in Document-Based Questions (DBQs) to support their historical arguments with at least 80% accuracy in their written responses.
<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>	
Implement HQIM Social Studies Curriculum: - The school will utilize high-quality, standards-aligned instructional materials, including Gallopade (K-8), for social studies. These curricula are selected for their strong alignment with state standards and proven effectiveness in supporting differentiated learning. Each resource provides a comprehensive range of materials catering to diverse learning needs and extensions tasks ensuring rigorous instruction is accessible to all students. Additionally, they are aligned to the formatting of the LEAP 2025. - The school will implement the embedded instructional routines that are embedded in the curriculum - Gallopade (K-8) - Example - Curated content boards, Big Question Evidence Collector, Expertracks.	

ACTION STEPS					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Provide professional development on Tier I curriculum and best practices. Conduct classroom walkthroughs to ensure instructional fidelity. Offer model lessons and feedback to teachers	SS teachers Admin	School Year	Review of exit tickets, journals, performance task, integrated assessments	80% or more teachers using Tier I curriculums evidenced by walkthrough data	Title One
Use PLCs (Tuesdays & Thursdays) to analyze student data and adjust instruction. Align Tier I instruction across subjects for consistency. Identify students needing differentiation and small-group support	SS teachers Admin	School Year	Review of exit tickets, journals, performance task, integrated assessments	80% or more teachers using Tier I curriculums evidenced by walkthrough data	Title One
Centralized focus on small group remediation for students with Social Studies gaps using IXL	Teacher Admin	ongoing	Lesson plans Assessments Teacher data Intervention Usage data	Lesson Plans Walk throughs	General Fund Title I School Accounts

Non-CORE Academics Physical Education & Visual Art	Resources: District Provided Resources
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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>
Ancillary teachers will collaborate with instructional staff during lesson planning to incorporate academic weaknesses into lessons.	District & School Admin Teachers Staff	School Year	Arts Showcase Data tracking		Lesson plans, classroom observations, data meeting documentation, Title I budget denoting expenditures, class schedules, agendas and rosters
Ancillary will attend professional learning opportunities to refine their craft and instructional practices.	District & School Admin Teachers Staff	School Year	Arts Showcase Data tracking		Lesson plans, classroom observations, data meeting documentation, Title I budget denoting expenditures, class schedules, agendas and rosters

School Name – Schoolwide Plan 2026-2027

Engage students by sponsoring a school-wide event that focuses on the appreciation of the arts, healthy living and social emotional skills.	District & School Admin Teachers Staff	School Year	Arts Showcase Data tracking		Lesson plans, classroom observations, data meeting documentation, Title I budget denoting expenditures, class schedules, agendas and rosters
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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>
Twice a month School building attendance meetings to address absenteeism.	School executive secretary Principal CWA	Aug 2026-May 2027	admin	monthly	general fund
Incentives monthly for students who meet attendance expectations of coming to school everyday on time	School executive secretary Principal CWA	Aug 2026-May 2027	admin	monthly	general fund

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 - ELA Vendors - District K-2nd : Great Minds,, District, ELA Content Leader, Literacy Coach 3rd-5 th : Learn Zillion,, District	District & Administration	School Year		Agenda, Curriculum, Feedback Surveys	Title One
- 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. (Link for Coaching Plans) - Coaching Cycle #1 - Coaching Cycle #2 - Coaching Cycle #3 - Coaching Cycle #4	District & Administration	School Year		Agenda, Curriculum, Feedback Surveys	Title One
Provide training and support on assessment opportunities that allow teachers to check for understanding in a variety of ways and genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s)	District & Administration	School Year		Agenda, Curriculum, Feedback Surveys	Title One

School Name – Schoolwide Plan 2026-2027

SEL (<i>What professional development is needed to ensure faculty members can implement the MTSS plan?</i>) - o SEL - o Academics - o Behavior	District & Administration	School Year		Agenda, Curriculum, Feedback Surveys	Title One
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STUDENT SUPPORT SERVICES

Narrative

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

EBR Readiness Elementary will implement the following activities to address student behavior Mental Health and mentoring:

- daily SEL moments to address social emotional key concepts
- on-site social worker to provide services for students who are in need
- monthly presentations from ICARE to address key topics focused on discipline Center issues such as vaping weapons fighting and conflict resolution.

<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>
daily SEL moments based on key social emotional techniques terms and practices.	school counselor	August 2026 - May 2027	SEL Department admin	quarterly	general fund
Monthly ICARE workshops addressing key issues in the community as well as at the school	school counselor ICARE	August 2026 - May 2027	ICARE admin	monthly	general fund
monthly Town Hall meetings with a speaker	admin	August	admin	monthly	general

School Name – Schoolwide Plan 2026-2027

from the community		2026 - May 2027			fund
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MULTI-TIERED SYSTEM OF SUPPORT

SEL Foundation for MTSS Success

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

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

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

Indicator Focus Area 1:		Indicator Focus Area 2:	
S	All teachers will deliver the SEL curriculum during the first period of the day.	S	Develop a system of supportive discipline through the use of restorative practices and ensuring a strong MTSS Discipline (PBIS) system is in place campus wide.
M	We will measure success through monitoring discipline data, observations of lessons, and the pre/post assessment	M	We will measure success through monitoring discipline data through data reports monthly (discipline, by infraction, time, location, student and teacher)
A	Right now SEL instruction is a challenge, The students are habitually tardy. Many students are missing the instruction. This goal of 100% teaching is ambitious, it is also attainable since we have adjusted school schedules to provide designated time.	A	Right now, discipline is a major concern on campus. This goal to reduce students receiving a suspension by 20% is ambitious. It is attainable because of the action items we have put into place.
R	This goal is relevant because SEL is a part of our schools MTSS plan and is recognized as 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 because students are missing a great deal of school due to disciplinary concerns. We want to create a supportive environment that provides the students opportunities to learn from their mistakes and prevent future occurrences.

T	By the end of August all students will pretest in rethink Ed. By the second week of schools we will begin the scope and sequence for SEL instruction Weekly teachers will focus on one training area to strengthen their own knowledge	T	• By the end of August we will have explicitly taught all behavior expectations to students • By the end of August all teachers will receive training in restorative practices • Each month we will have a focus area to work on and a discipline challenge for students to work on • our goal to see a reduction in indiscipline each month, when compared to the previous year.
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	We will create a focus group of students to ensure we are getting their perspective on discipline policies/practices to ensure we are representing their voices.
E	Developing SEL skills in students will allow us to help them identify situations that are not fair and stand up for injustice. It will also empower them to be leaders in their classes and on campus	E	We will monitor discipline data to ensure that discipline practices are applied equitably to all groups of students and that practices do not target or single out specific groups.
Goal Statement: Goal Statement: During the 26-27 school year, EBR Readiness Elementary is going to focus on ensuring that every student receives explicit SEL instruction.. As a result, we should see an increase in student SEL scores.		Goal Statement: Goal Statement: During the 26-27 school year EBR Readiness Elementary is going focus on implementing supportive discipline policies that seek not only to address discipline concerns, but also help the student from repeating the infraction, as a result, we should see a reduction in the number of students receiving an suspensions by 20%	

Academic & Behavioral Tiered Supports Defined

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

Academic Systems	Behavior/Social Emotional Systems
Tier I	
High-quality curriculum, Instruction, and Assessment Practices • administer district benchmark exams and examine identified data points to progress monitor students. • maintains all assessment dates, administration platforms, and all relevant details to assessments used in the district	Parent Communication System & Monthly Town Hall Meetings
Tier II	
Evident-based Intervention • Small group instruction • Parent Teacher Conferences • SBLC	Check-in and check out mentor program
Tier III	
Continued small group instruction & interventions • Evaluations through the office of pupil appraisal • IEP/504 Plan to meet the individual needs of students	Individual Behavior Plans

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

Routine review of SEL Data from Illuminate

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

8:45 - 9:00 daily

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

Every other week there are PLC meetings. Once a 9 weeks the meetings will focus on SEL.

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

Behavior Expectations Matrix

Enter one schoolwide behavior expectation in each section of row two. Then describe what the behavior should look like in each of the locations found in column one.

Locations	Behavior Expectations			
	Stay Focused	Own Your Choices	Act Responsibly	Respect Yourself and Others Too
Classroom	Be prepared	Check your work	SLANT Sit up straight or tall", L stands for "Lean forward", the A stands for "Activate your thinking", the N stands for "Note important information or key ideas" (for little ones, "Nod and smile" works better), the T stands for "Track the talker".	Keep your hands and feet and mean words to yourself
Hallway	Line up one behind the other-hands behind your back	Make the choice to keep a peppy pace	Pay attention to your teacher	Keep your hands and feet and mean words to yourself
Cafeteria	Get all of your items the first time	listen to the duty teacher and comply with directives without complaint	use table manners use voice level 1 when talking	Keep your hands and feet and mean words to yourself
Restroom	Make sure your shirt is tucked in and your are presentable before leaving	Return to class as quickly as possible	Handle your business and return to class as soon as possible wash your hands	Keep your hands and feet and mean words to yourself

Bus	Make sure you have all of your belongings before boarding the bus	Treat the ride as a privilege that can be taken away at any time	sit in your assigned seat	Keep your hands and feet and mean words to yourself
Arrival/ Dismissal	Come with a positive mindset; :”today is going to be a good day”	listen to the duty teacher and comply with directives without complaint Get to class ASAP	Walk in halls on the right side	Keep your hands and feet and mean words to yourself

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

1. The first week of school
2. January 2027 when we return from break
3. Bus drills
4. Anytime when the data shows an increase in problem behavior in an area.

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

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Facilitate and promote the on-site parent center so parents can have access to computers and internet resources.	District & Administration	School Year		Agenda, Curriculum, Feedback Surveys	Title One
Sponsor family engagement activities (MONTHLY TOWN HALL MEETINGS) to impact student and parent attitudes toward education.	District & Administration Teachers	School Year		Agenda, Curriculum, Feedback Surveys	Title One
Sponsor Art Shows & Athletic Events that promote Social Emotional Learning and the Arts	District & Administration Teachers	School Year		Agenda, Curriculum, Feedback Surveys	Title One

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	Parent Newsletter, Open House, Event Announcements
Academic Programs & Interventions	Parent Strategy Sessions, Conferences, Town Hall
SEL & Behavior Interventions	School vision and mission overview; Open House, Family Strategy Sessions

Community Involvement

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

Instruction by Certified Teachers – Certified Teacher Recruitment

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Administration will participate in recruiting activities sponsored by the district.	District Staff Admin Teachers Staff	School Year	Quarterly HR Meetings		General Fund
Administration will encourage paraeducators to seek out certification to become teachers.	District Staff Admin Teachers Staff	School Year	Quarterly HR Meetings		General Fund
Mentor Teachers will actively work with teachers to promote teacher retention.	District Staff Admin Teachers	School Year	Quarterly HR Meetings		General Fund

	Staff				
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Transition to Next-Level School Programs

Choose Appropriate Level

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Students will participate in SEL lessons that will prepare students for challenges and opportunities of transitioning to middle school.	Counselors 5th grade teachers	School Year			Title I