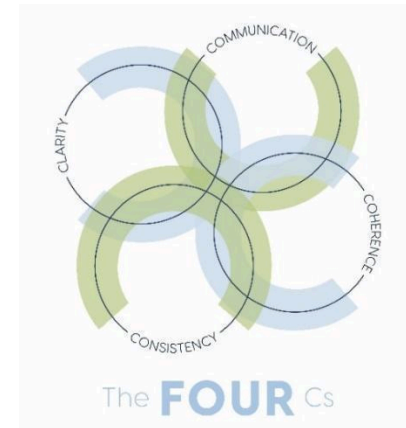




East Baton Rouge Parish School System
Schoolwide Plan
EBR Readiness Elementary School

K-5

1645 N. Foster Dr.

Mrs. Sabrina Honor, Principal

225-930-5637

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	Date
Executive Director	Date

Louisiana's Goals and Priorities

Educational Priorities

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

Six Critical Goals

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

Louisiana Believes:

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

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

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

School's Mission

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.



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.

School Name Long-Range Plan

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

ILT Members

ILT Meeting Date and Time: Every Monday at 12:45

Sabrina Honor, Principal	Tonette Honoré, Dean	Jack Phillips, Counselor	

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 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
28	26	1	0	1	0		8	1	2
Percentage	93%	3%	0%	3%	0%		28%	3%	6%

School Performance Score				
2018-2019 SPS Letter Grade	2021-2022 SPS: 67.1 Letter Grade: C	2022-2023 SPS:72.1 Letter Grade: C	2023-2024 SPS:81.0 Letter Grade:B	2024-2025 SPS Letter Grade
Assessment Index Score				
2018-2019 SPS Letter Grade	2021-2022 SPS:54.7 Letter Grade	2022-2023 SPS: 67.1 Letter Grade	2023-2024 SPS 15.0 Letter Grade: F	2024-2025 SPS Letter Grade
Progress Index Score				
2018-2019 SPS Letter Grade	2021-2022 SPS:65.0 Letter Grade:C	2022-2023 SPS:64.8 Letter Grade:C	2023-2024 SPS:65.6 Letter Grade:C	2024-2025 SPS Letter Grade

K-3 Literacy EOY Data (in %) (delete if not needed)									
DIBELS	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
	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	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
21%		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 grade 4 regarding LEAP Science Scores 4th grade students had the highest scale score of 713 (Approaching Basic) on the LEAP Test	LEAP 2025 DIBELS
2.	Students in grades 1,2 and 4th increased their reading DIBELS composite score from the BOY to the MOY. 1st grade increased from 16% at or above benchmark to 19% (3% growth) 2nd grade increased from 23% at or above benchmark to 27% (4% growth) 4th grade increased from 14% at or above benchmark to 34% (10% growth)	LEAP 2025 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 and coaches used data to create instructional plans focused on achievement.	
Instrument(s): Weekly common assessments, benchmarks assessments, intervention and observational data.	
Data Type: 1. Cognitive 2. Cognitive 3. 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.
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Contributing Factor: EBR Readiness Elementary has a clear and inclusive Mission and Vision focused on student achievement.

Instrument(s): Survey & Feedback

Data Type: 1. Attitudinal 2. Attitudinal 3. Attitudinal	Findings 1. 70% of the parents that took a school-wide survey, indicated that our school's vision statement is clearly focused on student success and was revised to include parents. 2. For every 4.64 out of 5 staff members that took a school-wide survey. Our school's mission has a clear purpose and direction for all stakeholders. 3. For every 4.4.9 out of 5 staff members that took a school-wide survey, indicated that there are multiple opportunities for professional growth.
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Part 2: WEAKNESSES

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

WEAKNESSES	DATA SOURCE/INSTRUMENT
1. A relative weakness was identified in Reading Comprehension Grades 3-5 3rd grade- 83% of the students were not proficient in Reading 4th grade-80% of the students were not proficient in Reading 5th grade- 64% of the students were not proficient in Reading	LEAP 2025 ELA
2. K-2 students are well below with Decoding letter sounds	DIBELS

	K- 92% of the students are well below & below 1st- 83% of the students are well below & below 2nd - 79% of the students are well below % below	
3.	A relative weakness was identified in grades 3-5 regarding weak mastery of the grade level standards (major content). 3rd grade 83% of the students were not proficient 4th grade 87% of the students were not proficient. 5th grade 86% of the students were not proficient.	LEAP 2025 Math

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, Teacher Surveys

Data Type: 1. Cognitive 2. Behavioral 3. Attitudinal	Findings 1. According to LEAP 2025 data, writing was identified as a weakness in grades 3-5. 2. Monthly attendance rate of 54% limited student exposure to consistent explicit teaching. 3. Teachers state 30% of the students lack the stamina to respond to open response/ constructed response questions.
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Contributing Factor: Teachers and students are mobile impacting teaching and learning.

Instrument(s): JCampus Mobility Report , Human Resources data, and school rosters, teacher data analysis

Data Type: 1. Contextual 2. Contextual 3. Cognitive	Findings 1. 75% student mobility rate. 2. 33% teacher mobility rate. 3. According to Illuminate, 60% of the students are scoring 29% or less on the ELA and Math interim assessments.
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Contributing Factor: Teacher experience level contributes to the level of rigor and expertise when delivering content.

Instrument(s): Human Resource Staffing Report, Observation data

Data Type:

1. contextual
2. contextual
3. Cognitive

Findings

1. 60% of the instructional staff has fewer than 3 years experience.
- 2 2.28 out of 4.00 was the average score for observations
3. EBR Readiness ES Assessment Index is 15.0

Schoolwide Goals

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %
Math	7% proficient	10%	Math	7%	10%
English	22% proficient	25%	English	22%	25%
Math growth for the lowest 25% of students	1%	3%	Science	9.1%	12%
English growth for the lowest 25% of students	improved scores, but still non-proficient	3%	Social Studies	9.1%	12%
English Language Acquisition (ELL)	No students				

Overall Goal: By the end of the 2025-2026 school year, SCHOOL NAME SPS will increase from XX to XX as measured by Louisiana’s Accountability System.

CORE ACADEMICS - ELA	Tier 1 K -2: Expeditionary Learning (EL) 3rd – 5th: Louisiana Guidebooks Resources:		
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	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 XX to XX 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>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: EBR Readiness Elementary's priority is to increase literacy, especially Reading fluency.

Student Learning Problem: Students are struggling with decoding across all grade levels.

Root Cause & Supporting Data: Inconsistent student attendance and habitual discipline issues.

Student Impact: Increase proficiency in all subjects

Educator Professional Learning Needs: Science of Reading and Small group

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>
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

School Name – Schoolwide Plan 2025-2026

Centralized focus on small group remediation for students with Reading gaps using CORE 5 & IXL	Teacher Admin	ongoing	Lesson plans Assessments Teacher data Intervention Usage data	Lesson Plans Walk throughs	General Fund Title I School Accounts
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CORE ACADEMICS - Mathematics		Tier 1 Resources: Eureka	
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?			
Math Focus Area	<u>Improve proficiency in major content area</u>		
Math SMART Goal:	<u>The Math Assessment Index will increase from 7% to 10% on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.</u>		
<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>Major Content</u>			
<u>ANALYSIS</u> - What is the priority? - What student learning problem needs to be addressed to attain the goal? - What is the root cause of this student learning problem? What data supports this hypothesis? - What is the student impact if you attain this goal? - What professional learning is needed for administrators, teacher leaders, and teachers?			
School's Priority: The Math Assessment Index will increase from 7% to 10% on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.			

Student Learning Problem: <u>Gaps in basic math foundational skills</u>					
Root Cause & Supporting Data: 70% of students scored need intervention for the math screener.					
Student Impact: Unable to perform grade level work without support					
Educator Professional Learning Needs: Managing small group					
<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>
*Novice and Veteran 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 Teachers	August 2025 to May 2026	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	80% or more teachers using Tier I curriculums evidenced by walkthrough data	Illuminate Workbooks \$ Materials & Supplies \$ Instructional Technology \$ Intervention Programs \$ Chromebooks \$

School Name – Schoolwide Plan 2025-2026

			teachers to ensure that the use of the data from formative assessments is being utilized to drive instruction. EBR Benchmarks, and Math End of Topic/Module Data.		
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: <i>Using RDW Effectively in the Classroom</i>	Principal Teacher	August 2025 to May 2026	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 to ensure that the use of the	Illuminate Workbooks \$ Materials & Supplies \$ Instructional Technology \$ Intervention Programs \$ Chromebooks \$	

			data from formative assessments is being utilized to drive instruction.		

CORE ACADEMICS - Science	Tier 1 Resources: Amplify			
	Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

AMBITION

- 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.

AFFIRMATION

- 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:

Student Learning Problem: Some students struggle to apply scientific reasoning skills when analyzing data, forming conclusions, and justifying their answers with evidence. They may make claims without supporting reasoning, misinterpret data, or rely on opinions rather than factual evidence. This gap in reasoning skills affects their ability to engage in scientific inquiry, draw valid conclusions, and critically evaluate information.

Root Cause & Supporting Data: The root cause of students struggling with reasoning scientifically often stems from a combination of cognitive, instructional, and experiential gaps. Students may not have enough hands-on, inquiry -driven experiences that require them to ask questions, analyze data, and justify conclusions. Data indicates low engagement in science investigations with testable question and controlled variables.

Student Impact: When students develop strong scientific reasoning skills, they experience significant academic and real-world benefits. Conversely, when these skills are weak, students may struggle in multiple areas.

Educator Professional Learning Needs: To effectively teach and support students in developing scientific reasoning skills, educators may benefit from professional learning in the following areas: Inquiry-based instruction, Differentiation & Scaffolding Reasoning and Technology & Digital Tools for Science Reasoning

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>
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

CORE ACADEMICS - Social Studies	Tier 1 Resources: Louisiana State Standards Bayou Bridges		
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	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>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:

Student Learning Problem: Students struggle to effectively analyze and cite evidence from primary sources when responding to Document-Based Questions (DBQs). Many students:

- Lack the skills to identify relevant textual evidence from historical documents.
- Struggle with contextualizing primary sources, understanding author perspective, and historical significance.
- Have difficulty constructing a clear thesis and using evidence to support their arguments.
- Demonstrate inconsistent use of citations in their writing.

Root Cause & Supporting Data: Students have limited experience with analyzing primary sources and lack structured practice in citing textual evidence. This may be due to:

- Insufficient explicit instruction on how to break down and interpret primary documents.
- Limited exposure to historical thinking strategies, such as sourcing, contextualization, and corroboration.
- Lack of structured writing support for developing thesis statements and using evidence effectively in DBQs.
- Inconsistent use of scaffolding tools like graphic organizers, annotation strategies, and guided analysis.

Student Impact: Strengthen critical thinking and problem solving skills, increase literacy skills, and increase motivation and engagement.

Educator Professional Learning Needs: Participate in professional developments that focus on inquiry-based learning and cross-curricular connections.

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>
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
● Implement evidence-based Tier I instruction using district-approved materials. ● Monitor student progress and adjust strategies accordingly. ● Facilitate small-group instruction for targeted 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

Non-CORE Academics Physical Education & Visual Art	Resources: District Provided 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>
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 2025-2026

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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*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		
<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 participate in high-quality Tier 1 professional development sessions which will be provided by - ELA - District K-2 nd : Great Minds, Better Lessons, District, ELA Content Leader, Literacy Coach 3rd-5 th : Learn Zillion, Better Lessons, 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	District & Administration	School Year		Agenda, Curriculum, Feedback Surveys	Title One

School Name – Schoolwide Plan 2025-2026

students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s)					
SEL (<i>What professional development is needed to ensure faculty members can implement the MTSS plan?</i>) • SEL • Academics • Behavior	District & Administration	School Year		Agenda, Curriculum, Feedback Surveys	Title One

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:				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			R	This goal is relevant because students are missing a great deal of		

	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.		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 25-26 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 25-26 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 To
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 you 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 2026 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					
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>
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?

Identify Community Stakeholders: Local organizations, businesses, and individuals that can contribute to the success of the MTSS framework

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>
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 Staff	School Year	Quarterly HR Meetings		General Fund

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

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>
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

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.
The data analysis and needs assessment process involved gathering both quantitative and qualitative data, including student performance metrics, surveys, and feedback from teachers and parents. This information was examined to pinpoint key areas for improvement and student needs. Using these insights, the school established its vision and set goals aimed at addressing identified gaps and promoting overall student success.
Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned with the vision and needs.
• <i>Stakeholders should include, at minimum, the administrator, teachers, paraprofessionals, parents, and members of the community.</i>
Key stakeholders, including administrators, teachers, paraprofessionals, parents, and community members, collaborate to identify student needs, with each group offering unique perspectives based on their roles. Their input is essential in developing a vision and setting goals that align with both student needs and community expectations
If applicable, describe how the plan is coordinated and aligned with your schoolwide budget and parental involvement budget.
The plan is strategically coordinated with the schoolwide and parental involvement budgets to ensure resources are allocated toward key initiatives that enhance student outcomes and actively involve families. This alignment guarantees that funding is utilized effectively to support both academic achievement and community engagement goals.

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)

The school's theory of action emphasizes ongoing professional development, coaching, modeling, and collaboration to enhance instructional practices. Guided by the instructional leadership team, these efforts foster teacher collaboration, ensuring alignment and the sharing of best practices to improve teaching effectiveness and student achievement

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?

To realize our vision, we will prioritize leadership development, provide professional learning opportunities for teachers, and establish mentorship programs. These initiatives are driven by the needs assessment, which highlighted the need to strengthen leadership and enhance teacher support 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.

1. Maintaining an Effective Principal:

We will provide continuous professional development in areas like data-driven decision-making and emotional intelligence, ensuring the principal stays informed on best practices. Regular performance evaluations, including 360-degree feedback from staff and students, will guide improvements. Additionally, we'll support the principal's well-being and work-life balance through coaching and administrative support.

2. Supporting Key Leadership Roles:

We'll develop our leadership team by offering targeted professional development for assistant principals, department heads, and instructional coaches. Implementing a distributed leadership model will empower other staff to take on leadership roles, with clear mentorship and succession plans in place for future transitions.

3. Building Future Leaders:

We'll identify and nurture high-potential teachers by providing leadership development opportunities, such as leading school initiatives or joining decision-making committees. Teachers will be encouraged to pursue leadership training, and hands-on learning opportunities will help develop critical skills. We'll also create a leadership pipeline, supporting teachers with the potential to transition into administrative roles.

What steps is your school taking to retain effective educators?

Ongoing Professional Development: We offer continuous growth opportunities through targeted PD sessions and specialized training to help educators stay engaged and improve their skills.

Supportive Work Environment: We foster a positive, collaborative school culture where educators feel valued, appreciated, and supported through regular feedback and peer support.

Mentorship and Coaching: New and developing teachers are paired with mentors and coaches to provide personalized support, helping them overcome challenges and build confidence.

Work-Life Balance: We emphasize work-life balance by offering flexible scheduling and mental health support, allowing teachers to focus on their work without burnout.

Career Advancement Opportunities: Clear pathways for career growth are provided, whether through leadership roles, specialized roles, or professional development programs.

Recognition and Reward: We regularly recognize and celebrate teachers' achievements to show appreciation for their hard work and dedication.

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. **High-Quality Professional Learning and Collaboration:**

We offer ongoing, targeted professional development tailored to individual needs. Teachers collaborate in Professional Learning Communities (PLCs) to share best practices, solve challenges, and improve instruction together. These collaborative spaces allow educators to learn from each other, fostering a growth mindset and a supportive network.

2. **Observation and Feedback Cycles:**

We implement regular, structured observation cycles where teachers receive constructive, actionable feedback from peers and instructional leaders. Observations are followed by reflective discussions to highlight strengths and areas for growth. This ensures feedback is specific, timely, and tied directly to classroom practices.

3. **Targeted Support Plans:**

For educators who need additional support, we create individualized improvement plans that include regular check-ins, mentoring, and coaching. These plans focus on specific areas of development, providing tailored strategies and resources to help teachers improve.

4. **Mentorship and Peer Coaching:**

We pair struggling educators with experienced mentors or coaches who provide one-on-one support and guidance. This helps build confidence and helps teachers develop new strategies and approaches to enhance their effectiveness.

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?

Our school selects evidence-based strategies by analyzing needs assessment data to pinpoint areas for improvement. We prioritize strategies with demonstrated effectiveness, categorizing them as strong, moderate, or promising based on research and their alignment with student needs.

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

1. Data-Driven Decision Making:

We analyze academic performance data, teacher feedback, and student outcomes to identify areas of need. Based on this analysis, we create key positions, such as instructional coaches or data specialists, to address specific challenges and support targeted improvement.

2. Instructional Leadership Roles:

We have created positions to ensure alignment in curriculum delivery and to support teachers with effective teaching strategies. These leaders provide ongoing support, mentorship, and resources to enhance instructional practices and improve academic outcomes.

3. Focused Roles for Student Support:

To address the diverse needs of our students, redirected our resources to provide targeted support for students who need additional help, whether through individualized instruction or specialized programs.

4. Professional Development and Coaching:

We have appointed instructional coaches who work directly with teachers to improve teaching practices and help them implement best practices in the classroom. These coaches play a key role in fostering continuous professional growth and improving academic achievement.

5. Collaborative Leadership:

We promote a collaborative leadership structure where key positions work together to drive school improvement. For example, our leadership team includes a mix of administrators, teachers, and specialists who collaborate to create and implement strategies that focus on academic achievement and overall school success.

- 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?

1.Ongoing Professional Developments:

We provide continuous, high-quality professional learning for teachers and instructional leaders. By focusing on evidence-based teaching strategies, data analysis, and leadership skills, we ensure that educators have the tools and knowledge they need to be effective instructional leaders.

1. Collaborative Culture and Teacher Leadership:

Teachers are empowered as leaders within a collaborative environment. Through Professional Learning Communities (PLCs) and peer coaching, educators share best practices, solve challenges together, and support one another's growth. This collaboration creates a culture of shared responsibility for student success.

2. Data-Informed Instruction:

Both teachers and instructional leaders use student performance data to guide instruction. Regular assessments, observations, and feedback loops allow educators to adapt teaching strategies to meet the diverse needs of students, ensuring that instruction remains high-quality and responsive to student progress.

3. Clear Expectations and Accountability:

We set clear expectations for what high-quality instruction looks like in every classroom. Regular observation and feedback cycles ensure that teachers are held accountable for delivering on these expectations, while also providing them with the support they need to improve continuously.

4. Supportive Leadership:

Instructional leaders play an active role in supporting teachers through regular coaching, mentorship, and professional development. This support helps educators refine their teaching practices, fosters a growth mindset, and ensures that teaching aligns with the school's vision for academic excellence.

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

1. Targeted Professional Development for Educators

Need Addressed: The need for ongoing improvement in instructional quality and teacher support.

Strategy: We will implement focused professional development (PD) sessions based on areas identified through classroom observations, student performance data, and teacher feedback. PD will include training in differentiated instruction, formative assessment, and classroom management. Additionally, we'll establish collaborative Professional Learning Communities (PLCs) for teachers to share best practices and problem-solve together.

Expected Outcome: Enhanced instructional strategies that address diverse student needs, leading to improved academic performance.

2. Data-Driven Instruction and Intervention

Need Addressed: Low performance in specific academic areas (e.g., reading comprehension, math fluency).

Strategy: Implement regular formative assessments to monitor student progress and adjust instruction accordingly. We will use the data to identify students needing additional support and provide targeted interventions, such as small-group instruction or tutoring.

Expected Outcome: More personalized instruction, ensuring that students receive the specific help they need to succeed academically.

3. Social-Emotional Learning (SEL) Programs

Need Addressed: Student engagement and mental health challenges.

Strategy: We will implement SEL programs to help students build emotional intelligence, resilience, and coping skills. This includes integrating SEL into daily classroom routines and offering targeted interventions for students who need extra support.

Expected Outcome: Improved student well-being, engagement, and a positive school climate, which contributes to academic success.

4. Increased Parental and Community Engagement

Need Addressed: Limited family involvement and community connection in school activities.

Strategy: Develop stronger communication channels with parents through regular newsletters, parent-teacher conferences, and workshops. We will also encourage family participation in school events and create opportunities for community partnerships that support student learning.

Expected Outcome: Stronger home-school connections, leading to increased student motivation and support for academic achievement.

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

1. Data-Driven Needs Assessment

We regularly collect and analyze data on student performance, teacher effectiveness, and classroom conditions to assess current capacity. This includes evaluating formative and summative assessment results, teacher surveys, and classroom observations. By identifying areas of strength and need, we can make informed decisions about where additional resources or support are required.

2. Teacher Readiness and Professional Development

We assess teachers' readiness to implement new instructional strategies by conducting regular needs assessments, including self-assessments and performance evaluations. Based on these insights, we provide targeted professional development and coaching. This ensures that teachers have the necessary skills, knowledge, and tools to implement instructional approaches effectively and in a timely manner.

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?

1. Building a Shared Vision and Expectations

We will clearly define and communicate a shared vision for high-quality instruction across the entire school. This involves aligning our instructional approach with the school's mission and ensuring that all teachers understand and embrace the core principles guiding instruction. Consistent communication about what high-quality instruction looks like will help create uniformity in expectations across all classrooms.

2. Professional Development and Coaching

Ongoing, job-embedded professional development is key to scaling the instructional approach. We will provide teachers with access to high-quality, targeted PD sessions that focus on the core instructional strategies we want to implement schoolwide. Instructional coaches will support teachers through modeling, co-teaching, and feedback cycles to ensure they feel confident in delivering the new approaches effectively.

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

1. Comprehensive Needs Assessment

We begin by conducting a thorough needs assessment, which includes collecting both qualitative and quantitative data. This involves analyzing student performance data (test scores, formative assessments, attendance, etc.), conducting surveys and focus groups with teachers, staff, and students, and reviewing classroom observations. The results help us identify areas for improvement—whether it's instructional practices, student engagement, social-emotional learning, or other factors that influence academic success.

2. Review of Evidence-Based Practices

After identifying the needs, we turn to existing research and evidence on effective instructional strategies. We focus on practices that have been proven

to work in similar contexts or with similar student populations. Strategies are categorized based on the strength of the evidence supporting them:

- **Strong Evidence:** We prioritize strategies with strong, rigorous evidence of effectiveness, such as those endorsed by organizations like the What Works Clearinghouse or research studies in peer-reviewed journals. These strategies have consistently shown a positive impact on student outcomes.
- **Moderate Evidence:** We consider strategies with moderate evidence that show promise, but may require additional context or adaptation to our school environment. These might include practices that have had success in other districts with similar student populations.
- **Promising Evidence:** We explore strategies with promising evidence, often newer or innovative approaches that have demonstrated initial success but need further validation or scaling to confirm their long-term impact.

3. Alignment with Identified Needs

Based on the conclusions from our needs assessment, we then match evidence-based strategies to specific areas of need. For example:

- If the needs assessment reveals a gap in literacy or math achievement, we would select instructional strategies that are strongly supported by evidence in those areas (e.g., explicit vocabulary instruction, scaffolding strategies, or evidence-based math interventions).
- If there are concerns around social-emotional learning (SEL) or student engagement, we would focus on SEL programs with strong evidence supporting their effectiveness in improving student behavior and academic performance.
- If there are concerns around social-emotional learning (SEL) or student engagement, we would focus on SEL programs with strong evidence supporting their effectiveness in improving student behavior and academic performance.

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 for structural configuration emphasizes aligning organizational structures with instructional goals. By strategically organizing the ILT, TC, and resources, we support collaboration, professional development, and the consistent implementation of effective teaching practices, ultimately strengthening workforce effectiveness and improving student outcomes.

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

1. Academic Intervention Programs

Identified Need: Gaps in literacy and math achievement, particularly for struggling students. **Intervention:**

- **Targeted Small-Group Instruction:** We will implement small-group interventions in literacy and math, focusing on students who are below grade level. These groups will be led by teachers, intervention specialists, or tutors trained in specific evidence-based strategies to address individual learning gaps.
- **Summer Learning Programs:** To combat summer learning loss, we will offer summer programs that provide additional practice in foundational skills, particularly in reading and mathematics. **Expected Outcome:** Improved academic performance for struggling students and increased overall proficiency in core subjects.

2. Social-Emotional Learning (SEL) Programs

Identified Need: Student engagement and mental health concerns, affecting both academic performance and behavior. **Intervention:**

- **SEL Curriculum:** We will implement a school-wide SEL curriculum that focuses on building students' emotional intelligence, resilience, and social skills. This will be integrated into the regular classroom routines and reinforced by counselors and staff.
- **Mental Health Support:** We plan to expand counseling services and provide targeted interventions for students struggling with anxiety, depression, or behavioral issues. **Expected Outcome:** Increased student engagement, improved behavior, and a positive school climate, leading to better academic outcomes.

3. Teacher Professional Development and Coaching

Identified Need: Need for continued professional growth and support for teachers, particularly in delivering high-quality instruction. **Intervention:**

- **Ongoing Professional Development (PD):** Based on our needs assessment, we will offer PD on best practices in differentiated instruction, formative assessment, and culturally responsive teaching. These sessions will be targeted to address areas where teachers have expressed a need for support.
- **Instructional Coaching:** We will provide one-on-one coaching for teachers, especially those in need of additional support in implementing new instructional strategies. Instructional coaches will observe, give feedback, and collaborate with teachers to improve their practice. **Expected Outcome:** Enhanced instructional quality, higher teacher confidence, and better student outcomes.

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

My school selects evidence-based strategies by using needs assessment data to identify areas for improvement. We prioritize strategies with proven effectiveness, categorizing them as strong, moderate, or promising based on research and alignment with student needs.

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

1. Identifying Key Themes from the Needs Assessment

First, we conduct a comprehensive needs assessment that includes both qualitative (e.g., teacher and student surveys, focus groups) and quantitative data (e.g., student achievement data, attendance, behavior trends). Key themes emerge from this data, such as:

- Gaps in academic performance (e.g., literacy and math proficiency)
- Challenges with student engagement and behavior
- Professional development needs for teachers
- Social-emotional learning and mental health concerns
- Gaps in family and community engagement

2. Aligning Strategies with Short-Term and Long-Term Goals

Once we identify the themes, we develop strategies that align with both **short-term** and **long-term** goals:

- **Short-Term Goals:** These focus on immediate needs and interventions that can show measurable progress within a school year. For example, improving student performance on quarterly assessments, providing targeted support for struggling learners, and implementing professional development for teachers to address current instructional gaps.
- **Long-Term Goals:** These address systemic changes that will take longer to show results, such as building a sustainable professional learning culture, improving school-wide climate, and addressing root causes of achievement gaps over multiple years.

3. Designing Targeted Strategies Based on Themes

Based on the themes identified, we then design specific strategies that are linked to our short- and long-term goals.

- **For Academic Achievement Gaps:**
 - **Short-Term:** We implement targeted interventions like small-group instruction, tutoring, and differentiated instruction for students performing below grade level. These interventions are designed to have an immediate impact on student performance, aiming for improvements on interim assessments and report cards.
 - **Long-Term:** We build a culture of continuous improvement through curriculum alignment, data-driven instruction, and the establishment of Professional Learning Communities (PLCs) to focus on improving instructional practices schoolwide.
- **For Student Engagement and Social-Emotional Needs:**
 - **Short-Term:** We introduce SEL programs and behavioral support strategies, such as restorative practices and social skills training, that directly impact student behavior and engagement. These strategies will be measured by reductions in behavioral incidents and improvements in student attendance and participation.

- **Long-Term:** Over time, we aim to integrate SEL into the fabric of our school culture, developing a trauma-sensitive school environment and embedding SEL into everyday classroom practices to foster long-term student resilience and academic success.
- **For Teacher Professional Development Needs:**
 - **Short-Term:** We provide targeted professional development sessions on specific instructional strategies that are most needed based on data, such as differentiation or classroom management techniques. Teachers will receive ongoing feedback through instructional coaching.
 - **Long-Term:** We focus on building teacher leadership capacity through mentorship programs, ensuring a sustainable pipeline of instructional leaders. Over time, this will elevate the overall quality of teaching and learning in the school.
- **For Family and Community Engagement:**
 - **Short-Term:** We implement family engagement programs that offer workshops and activities to strengthen the connection between school and home. These will include parent-teacher conferences, family nights, and community outreach efforts to increase parent involvement in student learning.
 - **Long-Term:** We aim to build long-term community partnerships with local organizations, businesses, and stakeholders to provide ongoing support and resources for students and families.

4. Establishing Data-Driven Feedback Loops

A critical part of our strategy is to establish regular data review cycles to monitor both short-term and long-term progress. This includes:

- **Ongoing Formative Assessments:** These will be used to track the immediate impact of interventions and instructional strategies, allowing for real-time adjustments.
- **Long-Term Data Review:** Annually, we will analyze trend data from state assessments, school climate surveys, and teacher evaluations to evaluate the effectiveness of our long-term strategies and adjust them accordingly.

5. Resource Allocation

We ensure that the resources needed to implement these strategies are in place. This involves aligning our budget, staffing, and time allocation to support both short-term interventions and long-term systemic changes. For example:

- **Short-Term:** Funds may be allocated to purchase intervention materials or hire additional tutors for immediate student support.
- **Long-Term:** Resources will be dedicated to professional development, curriculum development, and infrastructure to support sustainable changes.

6. Collaboration and Stakeholder Involvement

We engage various stakeholders—teachers, parents, students, and the community—in the process of developing and refining strategies. Through regular

meetings, feedback sessions, and collaboration, we ensure that strategies are aligned with the needs of the school community and have broad support for their implementation.

7. Continuous Reflection and Adjustment

Both short-term and long-term strategies will be subject to regular reflection and adjustments. We will conduct quarterly reviews of progress, assess the effectiveness of interventions, and make adjustments as needed to stay on track toward our goals.

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?

1. Daily Instructional Routines

- **Purpose:** To ensure that teaching and learning are consistent and aligned with our instructional goals.
- **Implementation:** Teachers follow clear, consistent routines for delivering lessons, such as starting each class with a brief review of the previous day's material, setting clear learning objectives, and using formative assessments during and after instruction to gauge student understanding. This ensures that every student is held accountable for learning and that the teacher can adjust instruction as needed.
- **Monitoring:** Instructional leaders observe and provide feedback during classroom walkthroughs to ensure that routines are being followed and are having the desired impact on student learning.

2. Data Review and Reflection Cycles

- **Purpose:** To ensure that data is regularly reviewed and used to make informed decisions about teaching practices, student progress, and interventions.
- **Implementation:** We have established regular cycles for reviewing student data (e.g., formative assessments, benchmark assessments, and report cards). Teachers meet weekly in Professional Learning Communities (PLCs) to analyze data, share best practices, and discuss student progress. This helps identify students who need additional support and allows for timely interventions.
- **Monitoring:** The leadership team monitors the data review process to ensure it is consistently happening and that actionable steps are being taken based on the data. Leaders also provide support as needed to help teachers make the most of the data.

3. Collaboration and Professional Learning Communities (PLCs)

- **Purpose:** To foster collaboration among teachers and promote continuous professional growth.
- **Implementation:** Teachers are organized into grade-level or subject-area teams that meet regularly to discuss instructional strategies, student progress, and shared challenges. PLCs are focused on improving instructional practices, aligning curriculum, and solving problems together. In these meetings, teachers have time to share strategies, engage in peer observation, and support one another's professional growth.
- **Monitoring:** The school leadership ensures that these PLC meetings are productive and aligned with school goals. Leaders also gather feedback from teachers on the effectiveness of these routines and make adjustments as needed.

4. Classroom Management Routines

- **Purpose:** To maintain a positive and productive classroom environment where students are engaged and learning.
- **Implementation:** We have established clear expectations for student behavior, which are communicated consistently across all classrooms. Teachers use consistent strategies such as positive reinforcement, clear rules, and restorative practices to manage classroom behavior. There are routines for handling disruptions, student inquiries, and transitions to minimize instructional time lost.
- **Monitoring:** School leaders provide ongoing support to teachers in maintaining these routines. Classroom walk-throughs and behavioral data are used to identify areas of improvement or inconsistencies across classrooms, and coaching is provided where necessary.

5. Teacher Support and Feedback Loops

- **Purpose:** To ensure that teachers receive ongoing support to refine their practices and improve their instructional effectiveness.
- **Implementation:** Our school has a routine of regular, scheduled observations and feedback sessions between teachers and instructional coaches or school leaders. These feedback loops provide teachers with specific, actionable advice on improving their instruction and student engagement. Teachers are also encouraged to set personal professional development goals and track their progress.
- **Monitoring:** Leaders track the progress of teacher development through follow-up observations and feedback. Additionally, teachers' professional goals are reviewed in one-on-one meetings with leadership to ensure that growth is happening.

6. Parent and Community Engagement Routines

- **Purpose:** To ensure continuous communication and collaboration with parents and the community.
- **Implementation:** We have established regular routines for engaging parents and caregivers, such as bi-annual parent-teacher conferences, monthly newsletters, and regular phone calls or emails home. Teachers and staff make it a priority to maintain open lines of communication with families, ensuring that parents are kept informed about student progress and school events.
- **Monitoring:** School leaders monitor the frequency and effectiveness of communication with families through surveys and feedback, adjusting strategies as necessary to increase family engagement.

7. Morning and Afternoon Routines

- **Purpose:** To ensure smooth transitions throughout the school day and maximize instructional time.

- **Implementation:** We have established routines for the beginning and end of each school day. Morning routines include structured activities to ensure students start their day prepared and focused, such as attendance taking, setting learning objectives, or engaging in quick review exercises. Afternoon routines are designed to wrap up the day with reflections or assessments to ensure that all students understand the day's lessons and are prepared for the next day.
- **Monitoring:** Teachers are supported in maintaining these routines, and school leaders check in regularly to ensure transitions are smooth and that instructional time is being maximized.

8. Sustainability and Long-Term Routines

- **Purpose:** To ensure that routines are not only implemented but also sustained over time.
- **Implementation:** We establish school-wide norms that emphasize consistency and accountability in our routines. We focus on professional development and continuous feedback, so routines become ingrained in the school culture. Additionally, we establish school-wide systems for monitoring the effectiveness of routines and making adjustments as needed.
- **Monitoring:** The leadership team regularly evaluates the school's routines during meetings with staff, collects feedback through surveys, and uses this data to make adjustments that improve the sustainability of these routines.

How is your school establishing or continuing routines with stakeholders?

1. Regular Parent Communication

- **Purpose:** To keep parents informed and involved in their children's academic progress and the school community.
- **Implementation:** We have established routine communication methods such as weekly or monthly newsletters, emails, phone calls, and parent-teacher conferences. These serve to update parents on school events, student progress, and upcoming academic initiatives. Teachers also use tools like class websites, messaging apps, and student planners to maintain communication with families on a more regular basis.
- **Monitoring:** School leaders monitor the frequency and quality of parent communication through feedback surveys, participation rates in school events, and parent engagement metrics. Adjustments are made to ensure that all parents feel informed and engaged.

2. Scheduled Parent-Teacher Conferences

- **Purpose:** To foster strong relationships between parents and teachers and provide a platform for discussing student progress.
- **Implementation:** We hold routine, scheduled parent-teacher conferences throughout the year to ensure that parents have the opportunity to discuss their child's academic performance, social development, and any areas of concern. These conferences are planned at least twice a year, with additional check-ins offered as needed.
- **Monitoring:** Participation rates are tracked, and teachers follow up with parents who are unable to attend in person through phone calls, emails, or virtual meetings. Feedback from parents helps us refine the format and scheduling of these conferences.

3. Community Partnerships and Collaboration

- **Purpose:** To strengthen ties between the school and the broader community, bringing additional resources and opportunities for students.
- **Implementation:** We have established routine meetings and check-ins with community partners, local businesses, and organizations to collaborate on initiatives that support student learning and school events. This includes mentorship programs, community service projects, career exploration opportunities, and after-school enrichment activities.
- **Monitoring:** The school tracks the impact of these partnerships on student outcomes through feedback from community partners and surveys to gauge

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

1. Data Collection and Analysis

- **Purpose:** To evaluate the progress of the schoolwide plan based on measurable outcomes.
- **Implementation:** At the end of each academic year, we gather data from multiple sources, including student achievement data, teacher assessments, attendance records, behavior data, and feedback from surveys (students, parents, staff). We also review any specific goals set at the beginning of the year, such as improvements in academic performance, student engagement, or staff professional development.
- **Monitoring:** The leadership team, including department heads and instructional coaches, analyze this data to assess the effectiveness of the strategies outlined in the schoolwide plan.

2. Annual Review Meetings

- **Purpose:** To review progress, identify successes, and address areas for improvement.
- **Implementation:** We hold annual meetings with key stakeholders—teachers, administrators, parents, students, and community members—to review the data and discuss the progress made toward achieving the schoolwide goals. During these meetings, we highlight successes, challenges, and any unforeseen obstacles that may have impacted the plan's implementation.
- **Monitoring:** These meetings are structured to ensure everyone has an opportunity to provide input, share perspectives, and discuss the effectiveness of strategies.

3. Public Sharing of Progress

- **Purpose:** To maintain transparency and build trust with the school community.
- **Implementation:** After reviewing progress internally, we share the results with the broader community through a public report that highlights key accomplishments, challenges, and areas of focus for the coming year. This report is shared via the school's website, at parent meetings, in newsletters, and during community forums.
- **Monitoring:** Feedback from parents, students, and community members is collected through surveys or follow-up meetings to gauge their

understanding and support of the progress shared.

4. Feedback Collection from Stakeholders

- **Purpose:** To ensure the plan is aligned with the needs and perspectives of all stakeholders.
- **Implementation:** In addition to formal review meetings, we collect ongoing feedback from stakeholders via surveys, focus groups, and open forums. This feedback informs the review process, providing insights into how effectively the plan is addressing the needs of students, families, and staff.
- **Monitoring:** The leadership team regularly analyzes this feedback to identify any trends or concerns, ensuring that it is taken into account when revising the plan.

5. Revision of the Schoolwide Plan

- **Purpose:** To make necessary adjustments to the schoolwide plan based on the review process.
- **Implementation:** Based on the data and feedback, the leadership team works collaboratively with faculty, staff, and other stakeholders to revise the schoolwide plan. Revisions may include changes to goals, strategies, timelines, or resource allocations to better align with the school's evolving needs and priorities.
- **Monitoring:** The revised plan is reviewed and finalized during leadership team meetings and presented for feedback to stakeholders. After final adjustments, the updated plan is shared with the school community.

6. Implementation of Revised Strategies

- **Purpose:** To ensure the revised plan is effectively put into action.
- **Implementation:** Once the revised schoolwide plan is approved, the school focuses on implementing new strategies, resources, or professional development as needed. This includes adjusting classroom practices, increasing support for students, or providing additional training for staff. We also adjust timelines or resources to ensure that the revised plan is effectively executed.
- **Monitoring:** We monitor the implementation process through follow-up meetings, ongoing data collection, and classroom observations to ensure that the new strategies are working as intended.

7. Ongoing Monitoring and Adjustments

- **Purpose:** To maintain flexibility and adaptability in the plan.
- **Implementation:** The leadership team continues to monitor progress throughout the year, making ongoing adjustments as necessary based on mid-year assessments, feedback from stakeholders, or shifts in the school environment (e.g., changes in student enrollment or new educational trends).
- **Monitoring:** Regular check-ins are scheduled to evaluate whether the revised plan is on track. If necessary, adjustments are made before the end

of the school year.

8. Communication with Stakeholders

- **Purpose:** To ensure continuous stakeholder engagement and transparency throughout the year.
- **Implementation:** Throughout the year, stakeholders are updated on progress toward the goals and any changes made to the schoolwide plan. This ensures that everyone remains informed and engaged in the school's improvement efforts.
- **Monitoring:** Feedback from stakeholders is continuously collected to gauge their satisfaction with the ongoing progress and communication, and adjustments are made as needed.

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?

1. Electronic and Printed Copies

- **Purpose:** To ensure the schoolwide plan is available in multiple formats to meet the needs of all stakeholders.
- **Implementation:** We provide electronic versions of the schoolwide plan on the school's website for easy access. Additionally, printed copies are available at the school's front office for parents and community members who prefer a hard copy. These copies are made available at the beginning of each school year and upon request throughout the year.
- **Monitoring:** We track website traffic and engagement to monitor how often the plan is accessed online, and we ensure printed copies are readily available for those who need them.

2. Clear and Concise Language

- **Purpose:** To ensure that the schoolwide plan is easily understandable for all stakeholders, regardless of their level of education or familiarity with educational jargon.
- **Implementation:** We simplify the language in the schoolwide plan to avoid technical jargon and use clear, straightforward terms when outlining goals, strategies, and expectations. The plan is written in a way that is accessible to parents, teachers, and the broader community, regardless of their background in education.
- **Monitoring:** Feedback is collected from stakeholders (including parents and teachers) to ensure the language is clear and accessible. If needed, adjustments are made to improve clarity.

3. Translation for Non-English Speaking Parents

- **Purpose:** To ensure that non-English speaking parents can fully understand the schoolwide plan.
- **Implementation:** In accordance with Louisiana law, we provide translated versions of the schoolwide plan in languages spoken by our school community (e.g., Spanish, Vietnamese, etc.). These translations are made available both in printed and electronic formats.
- **Monitoring:** We regularly assess the language needs of our school community and update translations as necessary. We also work with bilingual staff or external translators to ensure the accuracy and clarity of the translated documents.

4. Parent and Stakeholder Meetings

- **Purpose:** To engage parents and other stakeholders in the review of the schoolwide plan and ensure understanding.
- **Implementation:** We hold informational meetings at the beginning of the school year, such as Parent-Teacher Association (PTA) meetings or school information sessions, where the schoolwide plan is presented and explained. These meetings provide a platform for parents to ask questions and provide feedback. In addition, we make sure the schoolwide plan is discussed during conferences with teachers and school leadership to ensure transparency.
- **Monitoring:** We track attendance at these meetings and gather feedback through surveys to assess whether the meetings were effective in communicating the plan and answering questions.

5. Regular Updates and Communication

- **Purpose:** To ensure continuous communication and keep all stakeholders informed about the school's progress in implementing the schoolwide plan.
- **Implementation:** We send periodic updates through newsletters, emails, and the school website to share progress on the implementation of the schoolwide plan. These updates summarize key accomplishments, ongoing initiatives, and any adjustments made to the plan based on data and feedback.
- **Monitoring:** Feedback is collected through surveys and direct communication to ensure that the updates are clear and useful for parents and other stakeholders.

6. Availability During School Events

- **Purpose:** To ensure that the schoolwide plan is accessible during key school events.
- **Implementation:** The schoolwide plan is made available at parent-teacher conferences, back-to-school nights, and other community events where parents are present. We also provide opportunities for parents to view the plan and ask questions during school open houses or other engagement activities.
- **Monitoring:** We track the availability of the plan during these events and solicit feedback from parents to gauge how accessible and helpful the plan is during these occasions.

7. Feedback and Revision Process

- **Purpose:** To ensure that all stakeholders have an opportunity to provide input into the schoolwide plan.
- **Implementation:** We actively solicit feedback from teachers, parents, and paraprofessionals about the plan's clarity, content, and relevance. This feedback is gathered through surveys, focus groups, and informal meetings. Based on this input, we make necessary revisions to ensure the plan remains relevant, understandable, and aligned with community needs.
- **Monitoring:** We use feedback to refine the plan and ensure that it continues to meet the needs of the school community.

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)?

1. Collaborative Planning and Coordination

- **Purpose:** To ensure that all programs and resources are aligned and working toward common goals.
- **Implementation:** We have established a schoolwide leadership team that includes key administrators, department heads, and staff who meet regularly to review and coordinate efforts across various initiatives. This team works collaboratively to ensure that resources and strategies from different programs (federal, state, and local) are aligned and that activities do not overlap but complement each other.
- **Monitoring:** The leadership team tracks the progress of each initiative to ensure that it is moving forward as planned. Regular review meetings ensure that activities are integrated and that no critical areas are overlooked.

2. Integration with Federal, State, and Local Programs

- **Purpose:** To leverage available resources and services that support school improvement.
- **Implementation:** Our school actively coordinates with other federal and state programs,, and Special Education services, to ensure that we maximize the impact of all available resources.
- **Monitoring:** We maintain ongoing communication with program coordinators and use data from multiple sources (e.g., federal and state reports, surveys, school performance data) to evaluate the effectiveness of these integrated efforts.

3. Cross-Departmental Collaboration

- **Purpose:** To create a unified approach where different departments work together to support students holistically.
- **Implementation:** Teachers, counselors, special education staff, and administrative teams collaborate regularly to ensure that all students, including those in targeted federal and state programs, receive the support they need. For example, our special education team works closely with general education teachers to differentiate instruction and ensure that students with disabilities are included in all activities, including CTE programs and health initiatives.

Additionally, we integrate social-emotional learning (SEL) and school culture programs into the academic curriculum. School counselors and mental health professionals collaborate with teachers to support students' social-emotional development, which is reinforced through programs funded by federal or state grants.

- **Monitoring:** Regular team meetings and student progress reports help track the success of these integrated efforts. Stakeholder feedback and data from assessments, surveys, and evaluations are used to make adjustments.

4. Community and Stakeholder Engagement

- **Purpose:** To involve the broader community in supporting student success.
- **Implementation:** We coordinate and integrate with local community-based organizations, businesses, and service providers that support academic, health, and career development initiatives. For instance, partnerships with local businesses are leveraged to support CTE programs, while partnerships with health organizations help promote physical wellness initiatives.

We also engage families through regular communications, workshops, and events, ensuring they are aware of the resources available and how they can participate. Additionally, we provide regular updates on the status of federal and state-funded initiatives and how they are integrated into the broader school plan.

- **Monitoring:** The effectiveness of these community and stakeholder partnerships is assessed through feedback surveys, participation rates, and collaboration outcomes. Adjustments are made as necessary to enhance community engagement.

5. Sustainability Through Professional Development

- **Purpose:** To build long-term capacity within the school to sustain the goals and initiatives.
- **Implementation:** Professional development for staff is aligned with the schoolwide goals and integrated with other programs. For instance, teachers who receive training in differentiated instruction through Title I funds are also trained on integrating social-emotional learning

strategies or utilizing CTE resources. This cross-training ensures that staff can effectively implement and sustain the strategies outlined in the schoolwide plan.

Additionally, we build leadership capacity by training staff to take on leadership roles in managing federal, state, and local programs. This creates internal sustainability, as teachers and staff become experts in navigating and utilizing resources to support the school's goals.

- **Monitoring:** We evaluate the effectiveness of professional development through feedback from staff and the impact on student outcomes. Ongoing support is provided through follow-up training and coaching sessions.

6. Monitoring and Evaluation of Resource Allocation

- **Purpose:** To ensure resources are being used effectively and that funding supports the most impactful initiatives.
- **Implementation:** We maintain a detailed resource allocation plan that outlines how federal, state, and local funds are spent to support the goals of the schoolwide plan. This plan is reviewed annually to ensure that funds are being directed to the areas of greatest need, including instructional resources, student support services, and professional development.

We also monitor the allocation of resources to ensure that programs funded through grants (such as Title I or CTE funding) are effectively integrated into the overall school improvement efforts.

- **Monitoring:** Regular audits and reviews of the budget and funding sources ensure that resources are being used efficiently. We adjust the allocation of funds based on ongoing needs and data from the monitoring process.

7. Sustainability Through Data and Continuous Improvement

- **Purpose:** To continuously assess and adjust strategies to improve student outcomes.
- **Implementation:** Our school uses a data-driven approach to assess the effectiveness of the schoolwide plan and to make necessary adjustments. We analyze student achievement data, program participation rates, and feedback from teachers, students, and parents to gauge the impact of integrated programs and services.

As part of this process, we identify areas where additional support or resources may be needed and adjust our approach accordingly. This data-driven approach ensures that the school's plan remains responsive to the evolving needs of the students and community.

- **Monitoring:** Regular data reviews, including formative assessments, student progress reports, and program evaluations, help ensure that the school's strategies remain effective and sustainable over time.

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