



East Baton Rouge Parish School System Schoolwide Plan Glen Oaks Park Elementary

Grades

Pre-K - 5th

Address

5656 Lanier Drive
Baton Rouge, LA 70812

Principal

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2025 - 2026

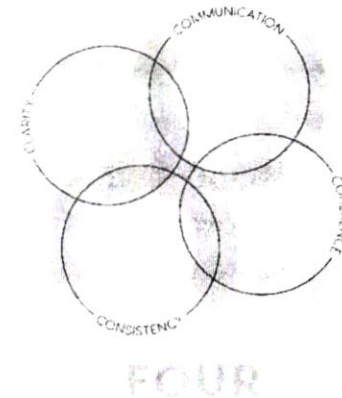


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District Assurance

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

(Component 1): Comprehensive Needs Assessment

(Component 2): Evidence-Based Strategies

(Component 3): High Quality and On-going Professional Development

(Component 4): Strategies to Increase Parent and Family Engagement

(Component 5): Early Childhood Transition

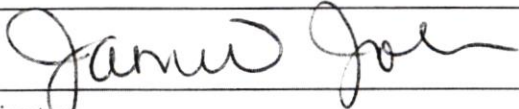
(Component 6): Teachers Participate in Decision

(Component 7): Timely Assistance and Interventions

(Component 8): Coordination and Integration of Federal, State, and Local Services and Programs

(Component 9): Teacher Recruitment and Retention

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

Principal : 	Date 3/27/2025
Executive Director	Date

Faculty and Staff Review

Date	Name	Position	Signature
11/21/25	Kashi Sherman	Executive Secretary	Kashi Sherman
11/21/25	Jamie Johnson	Assistant Principal	Jamie Johnson
11/21/25	Gwannah Perry	CLIC	Gwannah Perry
11/21/2025	Jessica George	3rd ELA	Jessica George
11/21/2025	Rushonda Moore	ESS	Rushonda Moore
11/21/2025	Tiffani Corner	ESS Para	Tiffani Corner
11/21/25	Doris Trotter	Reset Moderator	Doris Trotter
11/21/25	Chavaughn Fort	5th Grade teacher	Chavaughn Fort
11/21/25	Tiara Robins	Para	Tiara Robins
11/21/25	Mesha Hunter	STEM Teacher	Mesha Hunter
11/21/25	Tonya Sanders	ELA Teacher 5th	Tonya Sanders
11/21/25	Erica Robins	SS Teacher	Erica Robins
11-21-25	Melissa Cochran	Para	Melissa Cochran
11/21/25	Edmond Weber	ESS Teacher	Edmond Weber
11/21/25	Aurrahne Allen Trotter	Teacher	Aurrahne Allen Trotter
11/21/25	Shela I. Oliver	Dean	Shela I. Oliver
11/21/25	Schewan J. Williams	Teacher	Schewan J. Williams
11/21/25	Latisha Davis	4th Grade Teacher	Latisha Davis
11/21/25	Tonya Wright	2nd Para	Tonya Wright
11/21/25	Callan Rheams	3rd teacher	Callan Rheams
11/21/25	Connie Corril	Librarian	Connie Corril

[illegible]

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Parent Review

[illegible]

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

Glen Oaks Park, in partnership with parents and the community, will develop lifelong learners through a challenging, empowering, and supportive environment.

School's Vision

All students attending Glen Oaks Park Elementary will become college and career-ready through active participation, perseverance, and TEAMWORK.

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 the team's membership 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

 Glen Oaks Park EBR ILT Long Range Plan 2025-2026.docx

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

ILT Members			
ILT Meeting Date and Time: Thursday (10:00-11:00)			
Bernard Williams	Principal		
Jamie Johnson	Assistant Principal		
Crystal Manuel	School Counselor		
RuShonda Moore	ESS Lead Teacher		
Shelia Oliver	Dean		
Mesha Hunter	Stem		

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	• Attendance Rate	• Demographics
<i>Teachers</i>		• Teacher Focus Groups • Teacher Surveys • Teacher Interviews	• Classroom Observations • Walkthroughs • Attendance Rate • Peer observation	• Demographics
<i>Students</i>	• LEAP 2025 • DIBELS • LEAP 360 • Benchmark Assessments	• 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 Survey • Parent Focus Group • Parent Interviews	• Attendance Rates (school participation)	• Demographics

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	Two or More Races	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
433	423	4	0	0	49	424	14	5	23
Percentage	97.7	0.9	0	0	11%	98%	3%	1%	5%

School Performance Score

2018-2019 SPS=62.7 Letter Grade- "C"	2021-2022 SPS-61.1 Letter Grade- "C"	2022-2023 SPS-69.7 Letter Grade- "C"	2023-2024 SPS -73.6 Letter Grade- "C"	2024-2025 SPS Letter Grade
Assessment Index Score				
52.7	44.5	53.8	59.6	67.7
Progress Index Score				
92.7	94.5	98	97.4	92.6

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K-3 Literacy EOY Data (in %) (delete if not needed)									
DIBELS	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
	Grade K	14%	33%	14%	13%	44%	32%	28%	22%
	Grade 1	20%	22%	16%	9%	30%	37%	34%	32%
	Grade 2	42%	30%	21%	12%	32%	34%	5%	24%
	Grade 3	23%	22%	18%	25%	26%	33%	33%	20%
	Grade 4	40%	N/A	28%	N/A	21%	N/A	11%	N/A

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
2nd Grade (1-Student)	0%	0%	100%	0%	0%	100%
5th Grade (1-Student)	0%	0%	0%	0%	100%	0%

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
1.02	0%	2.37%	1.47%	0.003%	0.002%

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Part 1: STRENGTHS

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

STRENGTHS			DATA SOURCE/INSTRUMENT
1.	5TH Grade ELA 76% Basic or Above	Writing (86%)	LEAP 2025 Spring 2024
2.	3RD Grade ELA 72 % Basic or Above	Writing (77%)	LEAP 2025 Spring 2024
3.	5TH Grade Math 61% Basic or Above	Major Content (65%)	LEAP 2025 Spring 2024

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: ELA Teachers attend weekly PLCs and receive LDOE professional development. Leadership received NIET Training/support	
Instrument(s):	
Data Type: 1. Behavioral 2. Behavioral 3. Archival	Findings 1. Admin walkthroughs noted academic discourse with textual evidence. 2. Teachers received LDOE redelivery training from the assistant principal. 3. ELA scores increased in reading comprehension due to part B focus and writing 4. Peer modeling and peer observations

Contributing Factor: Co-Teaching and Modeling	
Instrument(s): Admin walkthroughs, Task analysis	
Data Type: 1. behavioral 2. behavioral 3. archival	Findings 1. ILT walkthrough notes show improvement in ELA strategies using annotation strategies 2. ILT walkthroughs show the implementation of school-wide writing techniques with a format guide. 3. ELA scores increased in writing when the strategy was used with fidelity. 4. Peer modeling and peer observation

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Contributing Factor: Teachers attend weekly Math PLCs and taught best practices.

Instrument(s): PLC Logs, Admin walkthroughs, task analysis

Data Type:

1. behavioral
2. behavioral
3. archival

Findings

1. Walkthroughs noted more academic discourse and a focus on math types in LEAP 2025.
2. Teachers' plans to include more modeling and application problems.
3. Teachers' PLCs were planned around school-wide deficits in fluency and application problems.
4. Peer modeling and peer observation

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	59% of 5th Grade scored basic or above	LEAP 2025 Spring 2024
2.	58% of 4th Grade scored basic or above	LEAP 2025 Spring 2024
3.	49% of 3rd Grade scored basic or above	LEAP 2025 Spring 2024

Contributing Factors to Weaknesses based on Data Triangulation (must list at least three findings to justify a contributing factor) - List the contributing factors from the cognitive, attitudinal, behavioral, and archival data of the previously identified weaknesses:

Contributing Factor: Lack of proper instructional strategies related to sources and tasks in science

Instrument(s): LEAP 2025 Data

Data Type:

1. Behavioral
2. Behavioral
3. Behavioral

Findings

1. Lack of solid science assessments that mimic LEAP 2025 rigor.
2. Tier I curriculum missing key concepts found in the standards
3. Walkthroughs noted a need for more practical questions , discussion techniques and knowledge of vocabulary.

Contributing Factor: Lack of professional development in science that is practical to the LEAP 2025 assessment.

Instrument(s): LEAP 2025 Data

Data Type:

1. Behavioral
2. Behavioral
3. Behavioral

Findings

1. Leap scores indicate that 3rd-grade students were weak in the reasoning scientifically science reporting category.
2. Leap scores indicated that 5th-grade students were weak in the investigate science reporting category .
3. Walkthroughs noted a need for hands-on science activities to promote science's investigation component. .

Contributing Factor: There was a lack of training on curricular resources in science tasks.

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Instrument(s): Walkthroughs

Data Type:

1. Behavioral
2. Behavioral
3. Behavioral

Findings

1. Walkthroughs noted that science tasks were not rigorous or did not contain science rubrics.
2. Teachers needed more professional development in the district.
3. Lack of professional development in science and LEAP aligned assessments by the district.

Schoolwide Goals

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	45.7%	46%	Math	34.1%	35%	Graduation Rate		N/A
English	55.6%	56%	English	48.8%	47%	Read based on a nationally recognized exam.		N/A
Math growth for the lowest 25% of students	38.5%	39%	Science	22.7%	23%	Accelerated into college coursework, career training, or service		N/A
English growth for the lowest 25% of students	52.6%	53%	Social Studies	15.4%	20%			
English Language Acquisition	N/A	N/A						

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(ELL)								
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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 Resources: Guidebooks		
	Student Achievement	Exemplary Customer Service	Operational Excellence
Employee Development			
<u>School Literacy Plan</u> W Glen Oaks Park Elementary Literacy Plan 2025-2026.docx (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 <u>SMART Goal Worksheet</u> for this year?			
ELA Focus Area	Improve teachers’ background knowledge with writing and supporting student claims to improve Part A and B question type through modeling.		
DIBELS Focus Area	The DIBELS focus area will be nonsense word fluency and word recognition. In addition, the DIBELS focus area will include school-wide training on progress monitoring and small group implementation that fosters student achievement for DIBELS, including a resource library for parents/guardians.		
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from 57% benchmark and above to 60% on the Spring 2026 DIBELS EOY Assessment for the 2025-2026 school year.		
ELA SMART Goal:	The ELA Assessment Index will increase from 67.1 to 68 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: Improvements in teaching ELA standards necessary for student achievement with Part A & B type questions, specifically the claim of Part A. Improvements in this area can be attributed to collaboration with regular education teachers and ESS in addition to ESS teachers regularly attending PLC, reinforcing school-wide strategies.

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: Writing and identifying relevant supporting details (PART B supporting details on the LEAP 2025 assessment)

Student Learning Problem: Students require critical scaffolds in grades K-2 to facilitate writing, particularly for 3rd grade, and a new approach that offers 2nd-grade students the opportunity to encounter Part A and B-type questions during the final semester of 2nd grade.

Root Cause & Supporting Data: 2nd-grade students need more support with reading and writing before entering 3rd grade.

Student Impact: Second-grade students require more assistance in reading and writing before advancing to third grade.

Educator Professional Learning Needs: Tailored writing instruction for educators in kindergarten to second grade. Training with Part A and B type questions in 2nd grade, specifically after the first semester, will expose students to the LEAP 2025 style they will encounter in 3rd grade.

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>
Scaffolded writing calendar with grade-level exemplars that align with school-wide writing	ILT ELA PLC Team	Summer	Bi-weekly	LDOE Rubric School-wide	Title I Materials and

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objectives, including a designated writing block.				writing rubrics	supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
Create differentiated writing workstations with artifact checklists that support students' needs by grade level.	ILT ELA PLC Team	Biweekly	Bi-weekly	LDOE Rubric School-wide writing rubrics	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36

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During PLC, teachers will collaborate and showcase best writing practices.	ILT ELA PLC Team	Weekly	Weekly		Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
Assessments and writing samples will be reviewed with the ILT and during PLCs	ILT ELA PLC Team	Weekly	Weekly	LDOE Rubric School-wide writing rubrics	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36

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Focused attention on visiting classrooms during dedicated writing slots during observations and peer walks.	ILT ELA PLC Team	Weekly		LDOE Rubric School-wide writing rubrics Peer walkthrough form	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
Create parent writing exemplars on the school webpage and update parents on writing feedback for major assessments.	ILT ELA PLC Team	Monthly	Monthly	LDOE Rubric School-wide writing rubrics	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36

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Provide individual student writing conferences to provide revision opportunities and individualized resources for writing.	Classroom Teachers	Biweekly	Biweekly	LDOE Rubric School-wide writing rubrics	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
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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 <u>SMART Goal Worksheet</u> for this year?			
Math Focus Area	Fact fluency and proficiency with type II and III question types.		

**Math SMART
Goal:**

The Math Assessment Index will increase from 56.3 to 57 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: Increase fact fluency and critical pedagogy with our ESS population, which can be contributed by the ESS department's collaboration with regular education teachers and attendance during PLC utilizing school-wide strategies.

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: Fact fluency in grades K-2, emphasizing increased utilization of manipulatives throughout whole and small group instruction to aid students in developing concrete, representational, and abstract mathematical thinking. Increase attention to type II and III question types presented on the LEAP 2025 Math assessment. In addition, the school will place an increased focus on place value.

Student Learning Problem: Fact fluency deficient and lack exposure to type II and III-like question types in 2nd grade.

Root Cause & Supporting Data: Deficiencies with addition and subtraction fact fluency during K-2nd grade lead to difficulties with multiplication, division, and fractions in 3rd-5th grade; such deficiencies can be seen with the first unit of 3rd grade.

Student Impact: Increased fluency will improve student achievement on Type I application problems needed for success on the LEAP 2025 assessment. Exposure to 2nd graders as early as the last semester can increase familiarity with the necessary strategies for success for Type II and III questions.

Educator Professional Learning Needs: Modeling with type II and III question types for 2nd-5th grade. Unpacking grade-level standards per grade level and checking for understanding are also educators' professional learning needs. Lastly, the educator's needs will include modeling best practices with manipulatives and small-group instruction.

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<u>ACTION STEPS</u> Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>
Tiered workstations that include Type I, II, and III	Classroom Teachers	Biweekly	Biweekly	Workstation Artifacts	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
ILT and PLC reviewed work samples and performance tasks, emphasizing reviewing the school-wide math strategy, RDW.	Classroom Teachers ILT	Biweekly	Biweekly	Performance Task Rubrics	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP

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					(Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
Review data from district bell ringers and analyze data during PLC and ILT.	Classroom Teachers ILT	Biweekly	Biweekly	Performance Task Rubrics	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
Tracking data through online platforms and Illuminate while providing parents with updates on progress will increase student fluency in all grade levels.	Classroom Teachers ILT	Biweekly	Biweekly	Fluency Rubric	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97

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					SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
Increase the use of an interactive journal, where application problems will show the RDW strategy, along with teacher conference notes and next steps.	Classroom Teachers	Weekly	Weekly	Teacher Created Rubric	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
Implementation of HQIM curriculum with fidelity, including all digital and print resources.	Classroom Teachers	Daily	Weekly	ILT Walkthroughs	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97

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					SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
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CORE ACADEMICS - Science		Tier 1 Resources: Amplify Science		
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 <u>SMART Goal Worksheet</u> for this year?				
Science Focus Area	Two-part dependent (TPD) type questions.			
Science SMART Goal:	The science assessment index will increase from 52.3 to 53 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: Students' mastery and advanced science scores improved from 2023 to 2024. Advanced 2023 (2) Advanced 2024 (5)				

Mastery 2023 (25) Mastery 2024 (36).

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: Increasing academic vocabulary and background knowledge to support claims.

Student Learning Problem: Due to time constraints and pacing, students need more time to learn relevant background information.

Root Cause & Supporting Data: Teachers need more time to unpack the standards and teach students how to analyze sources and background knowledge so students can make connections.

Student Impact: By connecting to the sources and background knowledge, students can answer more two-part dependent questions correctly.

Educator Professional Learning Needs: Train teachers on unpacking standards by unit and pre-planning exit tickets, homework, and assessments. Teachers will also need help finding resources for standards not included in the Tier I curricula or that lack rigor.

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>
Unit unpacking with purposeful planning	ILT Science PLC Team	Summer	Biweekly	Weekly Assessments and student work	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97

Glen Oaks Park Elementary – Schoolwide Plan 2025-2026

					SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
Differentiated workstations with artifacts to support students by grade level	ILT Science PLC Team	Biweekly	Biweekly	Weekly Assessments and student work	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
During PLC, teachers will collaborate and showcase best practices for science, including assessment analysis and review of work samples.	ILT Science PLC Team	Weekly	Biweekly	Weekly Assessments and student work	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97

Glen Oaks Park Elementary – Schoolwide Plan 2025-2026

					SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
Entrance/exit tickets will include spiral review for ILT analysis.	ILT SC PLC Team	BIWEEKLY	BIWEEKLY	Student work	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
A source analysis review for classroom and ILT will support text-dependent questions and error analysis for sources.	ILT SC PLC Team	BIWEEKLY	BIWEEKLY	Student work	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier)

Glen Oaks Park Elementary – Schoolwide Plan 2025-2026

					\$ 3,500.00 SWP (Instructional Technology) \$7,229.36
Teacher-created exemplars and success criteria for review for ILT to support the coaching process	ILT SC PLC Team	BIWEEKLY	BIWEEKLY	Student work	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36

CORE ACADEMICS - Social Studies	Tier 1 Resources: Bayou Bridges, Gallopade, LDOE Resources		
Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development
● Based on your data trends, what is the area of focus? AMBITION			

- Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?

**Social Studies
Focus Area**

Two-Part Dependent (TPD)

**Social Studies
SMART Goal:**

The social studies assessment index will match or exceed the 2024 school year science assessment index of 52.3.

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: (Will update with 2025 Leap data)

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: Increasing academic vocabulary and background knowledge to support claims.

Student Learning Problem: Due to time constraints and pacing, students need more time to learn relevant background information.

Root Cause & Supporting Data: Teachers need more time to unpack the standards and teach students how to analyze sources and background knowledge so students can make connections.

Student Impact: By connecting to the sources and background knowledge, students can answer more two-part dependent questions correctly.

Educator Professional Learning Needs: Train teachers on unpacking standards by the unit and pre-planning exit tickets, homework, and assessments. Teachers will also need help utilizing resources for standards.

ACTION STEPS

Actions Steps & Progress Indicators

Glen Oaks Park Elementary – Schoolwide Plan 2025-2026

<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>
Unit unpacking with purposeful planning	ILT SS PLC Team	Summer	Biweekly	Weekly Assessments and student work	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
Differentiated workstations with artifacts to support students by grade level	ILT SS PLC Team	Biweekly	Biweekly	Weekly Assessments and student work	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00

Glen Oaks Park Elementary – Schoolwide Plan 2025-2026

					SWP (Instructional Technology) \$7,229.36
During PLC, teachers will collaborate and showcase best practices for social studies, including assessment analysis and review of work samples.	ILT SS PLC Team	Weekly	Biweekly	Weekly Assessments and student work	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
Create unit interim assessments with parent progress monitoring updates and student conferences. The interim will include a spiral review of previous units. Parents will be given smart goals to monitor.	ILT SS PLC Team	End of Unit	End of Unit	Weekly Assessments and student work	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00

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					SWP (Instructional Technology) \$7,229.36
Entrance/exit tickets will include spiral review for ILT analysis.	ILT SS PLC Team	BIWEEKLY	BIWEEKLY	Student work	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
Source analysis review for classroom and ILT will support text-dependent questions and error analysis for sources.	ILT SS PLC Team	BIWEEKLY	BIWEEKLY	Student work	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier)

Glen Oaks Park Elementary – Schoolwide Plan 2025-2026

					\$ 3,500.00 SWP (Instructional Technology) \$7,229.36
Teacher-created exemplars and success criteria for review for ILT to support the coaching process	ILT SS PLC Team	BIWEEKLY	BIWEEKLY	Student work	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36

PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies					
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</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Documentation (Success Criteria)</i>	<i>Funding Source</i>

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<i>improvement goal?</i>					
Writer's Workshop	Jamie Johnson ELA Team ILT	Summer	Bi Weekly	LDOE Rubric	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36
Purposeful Planning	ILT	Bi weekly	Bi Weekly	Unit Unpacking	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology)

Glen Oaks Park Elementary – Schoolwide Plan 2025-2026

					\$7,229.36
SEL (<i>What professional development is needed to ensure faculty members can implement the MTSS plan?</i>) - o SEL - o Academics - o Behavior	School Counselor/ Reset Room Moderator ILT	Bi monthly	Bi Monthly	School Discipline Trends	Title I Materials and supplies \$ 7,229.36 SWP (Printer Mainance) \$744.97 SWP (Copier) \$ 3,500.00 SWP (Instructional Technology) \$7,229.36

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	Increase in SEL into academics, including ancillary classrooms.			S	Increase supportive school and classroom climates, including ancillary.		
M	Every nine weeks, staff will provide artifacts to support SEL integration in core and ancillary classrooms.			M	Every nine weeks, staff will provide artifacts to support the implementation of supportive school and classroom climates in core and ancillary classrooms.		
A	Staff members will complete monthly activity plans to showcase SEL integration into academics.			A	Staff members will participate in monthly supportive school and classroom climate professional development.		
R	As a result of SEL integration into academics, students and staff should see an increase in prosocial behaviors.			R	As a result of professional development in PLC teachers and staff should see an increase in classroom behaviors that facilitate increased prosocial behaviors and reduction in referrals.		
T	Each nine weeks, there will be a checkpoint for SEL integration.			T	Each nine weeks will be a checkpoint of professional development in supportive school and classroom environments.		

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I	All stakeholders, including staff, students, and administration, will perform surveys to monitor SEL progress.	I	All stakeholders, including parents, staff, students, and administration, will perform surveys to monitor supportive school and classroom environments.
E	Inequities in goal 1, SEL integration, will be minimized by regularly surveying student and staff focus groups for feedback during biweekly meetings.	E	Inequities in goal 2, supportive school and classroom climates, will be minimized by regularly surveying parent, student, and staff focus groups for feedback every nine weeks.
Goal Statement: Glen Oaks Park will improve SEL integration by including this component in the regular schedule with a detailed SEL schedule, including project-based activities in ancillary. It will be monitored by stakeholder input to reduce inequities through focus groups and biweekly meetings.		Goal Statement: Glen Oaks Park will improve school and classroom culture by including this component in the school newsletter, PLC activities, and school based professional development. It will be monitored by stakeholder input to reduce inequities through the use of focus groups and stakeholder surveys.	

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	
• Whole Group lessons with Tier I instruction • Differentiated lessons • Technology enhanced lessons • Small group interventions	• Whole Group SEL Lessons
Tier II	
• Small Group interventions (4 students) with interventionist • After School Tutoring/Saturday School preference • Frequent progress monitoring with DIBELS, etc. • Technology enhanced lesson	• Whole Group SEL Lessons • Check in with counselor • Check in with Teacher/Mentor • Small Group with counselor /iCare Support
Tier III	

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- Frequent parental meetings with concerns
- After School Tutoring Preferences
- Frequent Progress monitoring
- Small Group instruction with resource staff
- Differentiated technology

- Whole Group SEL Lessons
- Behavior plans
- Weekly Check in with counselor /ICARE
- Small Group with counselors

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

Biweekly during operational meetings. Done by the school counselor.

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

SEL Schedule 2025-2026

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

- Monday-PLC's
- Wednesday-Grade Level Meetings during Ancillary

PLC Projected Schedule 2025-2026

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

8:30-9:00 Small Group Slots with Interventionist and interventionist scheduled slots.

Behavior Expectations Matrix

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

Locations	Behavior Expectations				
Classroom	Students attentive and engaged in a nurturing environment	Student will come prepared	Students will ask questions	Students will follow classroom rules	Students will take educational risks
Hallway	Students will walk down the hall in a quiet manner	Student will get to location in a safe manner	Students will report any unsafe activities		
Cafeteria	Students will eat lunch and clean up areas	Students will walk in a straight line to the cafeteria	Students will listen to teachers/staff on duty	Teachers will respect cafeteria staff and policies	Students will report any unsafe activities

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Restroom	Student will get a hall pass to go to the restroom	Student will clean up after themselves in the restroom	Student will quietly walk to the bathroom	Students will report any unsafe activities	
Bus	Students will respect bus staff	Student will not eat on bus	Students will avoid speaking loudly on the bus	Students will sit in assigned seats	Students will report any unsafe activities
Arrival/ Dismissal	Students will walk down the hall quietly	Students will eat breakfast/use the restroom before entering the classroom	Students will report any unsafe activities		

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

- Individual classroom expectations
- SEL Characteristic/ behavior of the month
- Parent/student orientations when students enroll with the administration.
- Once a month during PBIS, students will receive a whole group meeting about school-wide rules and expectations.
- Handbook review for students not demonstrating school-wide expectations.

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>
Parent and Family Engagement: • LEAP Night • Dibels Night • Monthly newsletter • Weekly family check-in (Phone) • Positive phone calls MTSS Parent and Family Engagement: • Parent newsletter • Parent meetings • Parent videos	ILT counselor or operational team will create monthly newsletters, parent engagement activities which will be documented by agendas and parent sign in sheets. The funding source for activities come from the Title I budget and PTO support.	Monthly	Monthly		Title I Materials and supplies \$3,729.00

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	Glen Oaks Park will increase parental involvement and student achievement through training of academic programs and interventions through newsletter and parent meetings.
Academic Programs & Interventions	Zearn (District Purchase) Amira (District Purchase)
SEL & Behavior Interventions	Second Step

Community Involvement

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

- Scouting
- VIPS
- Local churches
- Catholic Charities
- Southern University School of Education
- UPS (Big Brown)
- State Farm-Anna Jones
- Glen Oaks Senior High Security Dads
- Exxon-Mobil
- Bank South

Instruction by Certified Teachers – Certified Teacher Recruitment

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

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>
The school counselor will provide quarterly informational sessions to students with the help of district personnel at middle schools to showcase middle school programs in EBR.	School Counselor	Quarterly	Quarterly	Agendas	Title I Materials and supplies \$ 7,229.36

Academic Interventions Q & A

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 collecting quantitative and qualitative data, such as student performance metrics, surveys, and feedback from teachers and parents. This data was analyzed to identify key areas for improvement and student needs. Based on these insights, the school developed its vision and set goals that align with addressing identified gaps and enhancing 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.

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

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 coordinated and aligned with the schoolwide budget and parental involvement budget by ensuring that resources are allocated to support key initiatives and activities that directly enhance student outcomes and engage families in the process. This alignment ensures that funding is used effectively to meet both academic 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 focuses on continuous professional development, coaching, modeling, and collaboration to strengthen instructional practices. The instructional leadership team guides these efforts, while teacher collaboration ensures alignment and shared best practices to enhance teaching effectiveness and student outcomes.

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 achieve the vision, we will focus on developing leadership skills, offering professional development for teachers, and creating mentorship opportunities. These changes are based on the needs assessment, which showed the importance of strengthening leadership and providing more support for teachers to better help students succeed.

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.

The school's plan to ensure strong leadership over the next three years includes providing ongoing professional development for the principal and supporting key leadership roles through regular training and mentorship. Additionally, we will focus on identifying and developing future leaders by offering leadership training, growth opportunities, and a clear pathway for advancement within the school.

What steps is your school taking to retain effective educators?

To retain effective educators, our school is offering ongoing professional development opportunities, fostering a supportive work environment, and implementing mentorship programs. We are also focusing on adult social-emotional learning, providing growth opportunities, and ensuring a healthy work-life balance to help teachers feel valued and supported in their roles.

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?

The school analyzed academic performance, demographics, stakeholder input, school climate, and resource data to identify strengths and gaps. This informed a vision and goals focused on academic growth, equity, student well-being, and community engagement.

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?

The school selects evidence-based strategies by aligning them with the needs assessment findings, prioritizing those with strong or moderate research backing from studies and best practices. Educators implement strategies proven to address identified gaps, ensuring they are data-driven, practical, and adaptable to student needs.

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

The school creates key positions by analyzing performance data and aligning roles with improvement goals to provide targeted academic support and professional development.

Instruction

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

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

The school's theory of action emphasizes ongoing professional development, data-driven decision-making, and collaborative coaching to strengthen instructional leadership. By equipping educators with effective strategies and monitoring student progress, the school ensures high-quality instruction and measurable student achievement.

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

- Data-driven instruction – Using assessment data to tailor teaching methods and track student progress.
 - Targeted interventions – Providing additional support for students who need remediation or enrichment.
 - Professional development – Training educators to enhance instructional effectiveness and address student needs.
 - Personalized student support – Adapting instruction to meet individual learning needs.
 - Improving teacher capacity – Strengthening educators' skills through training and collaboration.
- Fostering a culture of continuous improvement – Encouraging ongoing assessment and refinement of teaching practices.

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

The school assesses staff expertise, resource availability, and instructional needs through data analysis and stakeholder input. The ILT evaluates workload, professional development needs, and support structures to ensure instructional approaches are implemented efficiently and effectively.

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?

My school plans to expand its instructional approach by integrating personalized learning strategies that tailor instruction to accommodate the varying abilities, interests, and learning styles of students, and incorporating technology to facilitate individualized learning experiences and support personalized learning paths to meet diverse student needs. Tailoring instruction to accommodate the varying abilities, interests, and learning styles of students. Professional development for teachers will be prioritized to ensure consistent implementation and ongoing data analysis will guide adjustments to maintain effectiveness and sustainability.

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

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.

System Supports

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

The school's theory of action around structural configuration focuses on aligning organizational structures with instructional goals. Ensuring that the ILT, TC, and resources are strategically organized, will support collaboration, professional development, and the consistent implementation of effective teaching practices, ultimately enhancing workforce effectiveness and student outcomes.

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

We plan to implement targeted academic interventions, such as small-group tutoring and differentiated instruction, to address student learning gaps. Additionally, we will provide social-emotional support programs to help students manage their emotions and improve overall well-being while ensuring that IEP and 504 accommodations are documented and provided. These supports are directly tied to the needs identified in our assessment, which highlighted the need for both academic support and emotional development to enhance student success.

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

Our school selects evidence-based strategies by examining research and reviewing data from student assessments, including test scores, attendance, and feedback from teachers and parents. We classify strategies as strong, moderate, or promising based on their proven success in addressing specific academic or behavioral needs, ensuring they are tailored to our school's goals and have a measurable impact on improving student achievement and overall well-being.

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

Our school determines strategies based on themes from the needs assessment by analyzing identified areas of need, such as academic gaps, and aligning them with our short- and long-term goals. For short-term goals, we focus on targeted interventions, such as tutoring, while for long-term goals, we implement systemic changes like curriculum adjustments and professional development, ensuring all strategies align with our long-range plan to address root causes and sustain improvement over time.

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?

Our school is establishing and continuing internal routines by implementing weekly ILT and TC meetings to review student progress, analyze data, and

adjust instructional strategies. We have a system for tracking student performance, where teachers input and access data regularly. Additionally, monthly professional development sessions focus on refining instructional practices, and we have set protocols for communication between staff, administration, and families to ensure alignment and consistent support for students.

How is your school establishing or continuing routines with stakeholders?

Our school is establishing and continuing routines with stakeholders by holding regular meetings to discuss student progress and school initiatives. We send out monthly newsletters to keep families informed about important events, updates, and resources. Additionally, we ensure consistent communication through parent-teacher conferences, surveys for feedback, and involvement in school decision-making processes, fostering ongoing collaboration and support for student success.

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

Our school conducts an annual review of the schoolwide plan by analyzing student achievement data, and survey results from teachers, students, and parents, and assessing the effectiveness of current interventions and strategies. We share progress through our school newsletter, school app, at the annual open house meetings/literacy night, and via updates on the school website. After reviewing the data and feedback, we revise the plan by adjusting goals, refining instructional strategies, and allocating resources to better address emerging needs and ensure continuous improvement.

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?

Our school makes the schoolwide plan available to teachers, paraprofessionals, parents, and the public by posting it on the school website and distributing printed copies at key school events, such as parent-teacher conferences and open houses. The plan is provided in a clear, accessible format, using plain language to ensure it is understandable. Additionally, we ensure that it is translated into Spanish (or other languages as needed) to meet the needs of non-English speaking parents, in compliance with Louisiana law. Regular updates are shared via newsletters and through direct communication from teachers to keep all stakeholders informed.

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

Our school is structured for sustainability by establishing a cross-functional leadership team ILT that coordinates and integrates activities across all programs. This team ensures alignment between the schoolwide plan and other federal, state, and local services, such as Title I, special education services, health and nutrition programs, and career and technical education programs. For example, we integrate academic interventions with after-school programs funded by federal grants, while also aligning our culture and climate initiatives with local community support services. Regular communication between program coordinators, staff, and external partners ensures that resources are efficiently used and that activities support the broader goals of student success and well-being.