



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

Grades

3-5th Grade

Address

5656 Lanier Drive
Baton Rouge, LA 70812

Principal

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2026 - 2027

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District Assurance

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

(Component 1): Family and Stakeholder Engagement

(Component 2): Comprehensive Needs Assessment

(Component 3): Strategies for Improvement

(Component 4): Student Support Services

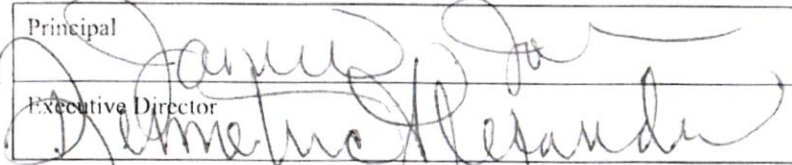
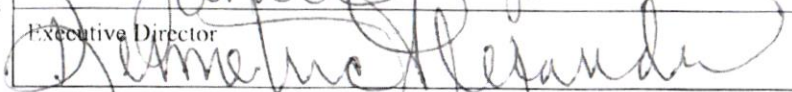
(Component 5): Student Opportunities

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

(Component 7): Professional Development

(Component 8): Student Transition

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

Principal 	Date 8/24/26
Executive Director 	Date 8/24/26

Faculty and Staff Review

Date	Name	Position	Signature
10/7/26	Jamie Johnson	Principal	Jamie Johnson
10/7/26	Allison Singleton	Assistant Principal	Allison Singleton
10-7-26	Kashi Sherman	Executive Secretary	Kashi Sherman
10-7-26	Crystal Manuel	Elementary Guidance 9 Months	Crystal Manuel
10/7/26	Savannah Perry	School Clerk 10 Months	Savannah Perry
10/7/26	Doris Trotter	Elem Time Out Room Moderator	Doris Trotter
10/7/26	Kristin Williams	Instructional Coach	Kristin Williams
10/7/26	Melissa Cotton	Dean Of Students 9 Mo	Melissa Cotton
10/7/26	Rushonda Moore	Spec Ed Self Cont E/S 9 Mo	Rushonda Moore
10/7/26	Edmond Weber	Spec Ed Res E/S 9 Mo	Edmond Weber
10/7/26	Deneisha Hicks	Spec Ed Res E/S 9 Mo	Deneisha Hicks
10/7/26	Tara Wilmer	Teacher Aide Special Educ	Tara Wilmer
10-7-26	Gilbert King III	ESS Teacher 9 Month	Gilbert King III
10-7-26	Lori Warren	Teacher Aide Special Education	Lori Warren
10/7/26	Maribeth Torres	S/E Autistic Elem School	Maribeth Torres
10/7/26	Crystal Davis	Teacher Aide Special Education	Crystal Davis
10/7/26	Dedrick Talbert	ESS Ed Teacher 9 Month	Dedrick Talbert
10/7/26	Clarence Robson	Teacher Aide Special Education	Clarence Robson
10/7/26	Tiffani Cormier	Teacher Aide Special Education	Tiffani Cormier
10/7/26	Tiara Robins	Teacher Aide	Tiara Robins
10/7/26	Kristie Washington	S/E Speech Therapist Gen Fund	Kristie Washington

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	Dennis Parker	Spec Ed Adapt Health & PE 9 Mo	
10-7-26	Melissa Cochran	Teacher Aide - Title I	Melissa Cochran
10/7/26	Tonya Wright	Teacher Aide Spec Ed Autism	Tonya Wright
10/7/26	Anderson Briggs	Health Physical Education Elem	Anderson Briggs
10/7/26	Marlese Harris	Elementary Librarian	Marlese Harris
10/7/26	Stephanie Lockett	Vocal Music Elementary Teacher	Stephanie Lockett
10/7/26	Corine Vitale T. Njike Epouse Sikadi	CODOFIL Teacher 9 Mo	Corine Vitale T. Njike Epouse Sikadi
10/7/26	Callean Rheams	STEM Teacher 9 Months	Callean Rheams
10/7/26	Aspen Jenkins	Elementary School Teacher	Aspen Jenkins
10/7/26	Toosdhi Raoof	Elementary School Teacher	Toosdhi Raoof
10/7/26	Victoria Riley	Elementary School Teacher	Victoria Riley
10/7/26	~~Callean Rheams~~ Jaclisia Thomas	Elementary School Teacher	Jaclisia Thomas
10/7/26	Jessica George	Elementary School Teacher	Jessica George 10/7/26
10/7/26	Latisha Davis	Elementary School Teacher	Latisha Davis
10/7/26	Kimberlie Williams	Elementary School Teacher	Kimberlie Williams
10/7/26	Carla Ervin	Elementary School Teacher	Carla Ervin
10/7/26	Schewan Williams	Elementary School Teacher	Schewan Williams
10/7/26	Latasha Burton	Elementary School Teacher	Latasha Burton
10/7/26	Chavaughn Fort	Elementary School Teacher	Chavaughn Fort 10/7/26
10-7/26	Tonya Sanders	Elementary School Teacher	Tonya Sanders
10/7/26	Sandra Green	Elementary School Teacher	Sandra Green 10/7/26
10/7/26	Erica Robins	Elementary School Teacher	Erica Robins

Parent and Stakeholder Review

Date	Name	Position	Signature
9-1-26	Jemeke Cummings	Parent	Jemeke Cummings
9-1-26	Deon Antoine	Parent	Deon Antoine
9/1/26	Chaele	Parent	Chaele
9-1-26	Malcolm Martin	Father	Malcolm Martin
9-1-26	Lamika Green	Mother	Lamika Green
9-1-26	Dwight Jones Jr/Dha Hills	Mother	Dwight Jones Jr
9-1-26	Jaylann Pierre	Sister	Jaylann Pierre
9-1-26	Heaven Golden	Sister	Heaven Golden
9/1/26	Chantel M/Ramye Jackson	parent	Chantel M/Ramye Jackson
09/01/26	Rayna Spurlink	Parent	Rayna Spurlink
09/01/26	Shawn Bonnie	Parent	Shawn Bonnie
09/01/26	Daljah Johnson	Parent	Daljah Johnson

Parent and Stakeholder Review

[illegible]

Parent and Stakeholder Review

Date	Name	Position	Signature
9/1/26	Randa Bennett	Parent	Randa Bennett
9-1-26	Sarah Lewis / MCD Sponsor	Grand Parent	Sarah Lewis
9/1/26	Ashley Brunfield	~~Grandparent~~	Ashley Brunfield
9-1-26	Tonya Gharam	Grand Mother	Tonya Gharam
9/1/26	Thea Robins	~~Grandparent~~	Thea Robins
9/1/26	Hillary Robinson	parent	Hillary Robinson
9/1/26	Ekene Robinson	Grandparent	Ekene Robinson
9-1-26	Anderson Briggs	Parent / Teacher	Anderson Briggs
9-1-26	Joshua Thomey	Parent	Joshua Thomey
9/1/26	Shylwanda Broome	Parent	Shylwanda Broome
9/1/26	Champagne Milligan	Parent	Champagne Milligan
9/1/26	Jeremy Payne	parent	Jeremy Payne
9/1/26	Dori Turner	Parent	Dori Turner

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Louisiana's Goals and Priorities

Educational Priorities

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

Six Critical Goals

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

Louisiana Believes:

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

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

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

School's Mission

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.

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

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

Comprehensive Needs Assessment SY 2026-2027 Schoolwide Planning

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

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Hawaiian/ Pacific Islander	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
280	271	1	0	7	1	68	247	15	5	12
Percentage	96.8%	0.4%	0%	2.5%	0.4%	24%	88%	5%	2%	4%

School Performance Score

2025-2026 Simulated SPS Score and Letter Grade	39.2 C
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K-3 Literacy EOY Data (in %) (delete if not needed)									
DIBELS	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
	Grade 3	22%	28%	25%	21%	33%	27%	20%	24%

ELPT Data							
*Glen Oaks Park is a 3-5 grade band school in the 2025-2026 school year.							
Grade Level	% at Proficient		% at Progressing		% at Emerging		
	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026	
2ND GRADE	0%	N/A	0%	N/A	33%	N/A	
3RD GRADE	0%		0%		33%		
5TH GRADE	0%		33%		0%		

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Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
0%		1.47%		0.002%	

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 Science 41% Mastery & Above	LEAP 2025 Spring 2025
2.	5TH Grade ELA 35% Mastery & Above	LEAP 2025 Spring 2025
3.	5TH Grade Math 32% Mastery & Above	LEAP 2025 Spring 2025

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

Contributing Factor: Teachers participated in weekly PLCs and received redelivery of LDOE and NIET training, including strategies to increase student achievement.	
Instrument(s): LEAP 2025 data and admin walkthroughs	
Data Type: 1. Behavioral 2. Behavioral 3. Behavioral	Findings - Admin walkthroughs noted academic discourse with textual evidence, focusing on CER. Increased focus on vocabulary. - Teachers received weekly strategies from the assistant principal with peer feedback and observations. - Increased focus on unpacking standards in PLCs and annotation of lesson plans for higher-order thinking questioning.

Contributing Factor: Teachers participated in weekly PLCs and received redelivery of LDOE and NIET training, including strategies to increase student achievement.	
Instrument(s): LEAP 2025 data and admin walkthroughs	
Data Type: 1. Behavioral 2. Behavioral 3. Behavioral	Findings - Admin walkthroughs noted academic discourse with textual evidence, with a focus on Race, with more emphasis on RST and LAT found in the LEAP 2025 test. Increased focus on finding key details. A school-wide writing calendar followed. - Teachers received weekly strategies from the assistant principal with peer feedback and observations. - Increased focus on unpacking standards in PLCs and annotation of lesson plans for higher-order thinking questioning.

Contributing Factor: Teachers participated in weekly PLCS and received redelivery of LDOE and NIET training, including strategies to increase student achievement.

Instrument(s): LEAP 2025 data and admin walkthroughs

Data Type:

1. Behavioral
2. Behavioral
3. Behavioral

Findings

1. Admin walkthroughs noted academic discourse with increased focus on using visuals and manipulatives.
2. Fluency focus, and the teacher used a small group model for instruction.
3. Increase focus on Type II and Type III problems

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	3RD Grade Science 7% Mastery & Above	LEAP 2025 Spring 2025
2.	3RD Grade Social Studies 13% Mastery & Above	LEAP 2025 Spring 2025
3.	4TH Grade Social Studies 10% Mastery & Above	LEAP 2025 Spring 2025

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 property-aligned resources and tasks in science and teacher new to grade level.

Instrument(s): LEAP 2025 data

Data Type:

1. Archival
2. Archival
3. Archival

Findings

- Leap scores indicated that 3rd-grade students were weak in the investigate science reporting category, with 56% scoring in the weak range.
- Leap scores indicated that 3rd-grade students were weak in the evaluate science reporting category, with 51% scoring in the weak range.
- Leap scores indicate that 3rd-grade students were weak in the scientific reasoning category, with 47% scoring in the weak range.

Contributing Factor: Lack of property-aligned resources and tasks in social studies, and teacher new to grade level.

Instrument(s): LEAP 2025 data

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Data Type: 1. Archival 2. Archival 3. Archival	Findings • Leap scores indicated that 3rd-grade students were weak in the examining sources and expressing claims category, with 67% students scoring weak. • Leap scores indicated that 3rd-grade students were weak in the industrial & innovation and more perfect union reporting category, with 63% students scoring weak. • Leap scores indicated that 3rd-grade students were weak in the Foundations & Papers Places of the United States of America reporting category, with 63% students scoring weak.
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Contributing Factor: Lack of property-aligned resources and tasks in social studies, and teacher new to grade level.	
Instrument(s): LEAP 2025 data	
1 Archival 2. Archival 3. Archival	Findings • Leap scores indicated that 4th-grade students were weak in the Establishing Content category, with 77% students scoring weak. • Leap scores indicated that 4th-grade students were weak in the Empire, Building in China, Greece, and Rome reporting category, with 65% students scoring weak. • Leap scores indicated that 4th-grade students were weak in the examining sources and expressing claims category, with 63% students scoring weak.

Schoolwide Goals

Overall Goal: By the end of the 2026-2027 school year, Glen Oaks Park Elementary SPS will increase from 39.2 C to 44.3 B as measured by Louisiana’s Accountability System. *(Use the Simulated SPS)*

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	45.7%		Math	34.1%		Graduation Rate	N/A	N/A
English	55.6%		English	48.8%		Read based on a nationally recognized	N/A	N/A

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						exam		
Math growth for the lowest 25% of students	38.5%		Science	22.7%		Accelerated into college coursework, career training, or service	N/A	N/A
English growth for the lowest 25% of students	52.6%		Social Studies	15.4%				
English Language Acquisition (ELL)	N/A	N/A						

CORE ACADEMICS - ELA	Tier 1 Resources: Guidebooks
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the <u>SMART Goal Worksheet</u> for this year?	
ELA Focus Area	Based on the 2024-2025 Leap 2025 results, there is a need to focus on the literary text subcategory, as 61% of 3rd-grade students scored non-proficient and 46% of 5th-grade students scored weak. The data shows a need to improve writing, as shown with the following grade

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	levels scoring weak in writing performance as follows: 3rd Grade: 37%, 4th Grade: 38%, 5th Grade: 28%.
DIBELS Focus Area	The DIBELS trend data show an increased need to focus on the Maze Comprehension component of DIBELS based on the 2024-2025 EOY data, which documented that 32% of students scored well below and 20% scored below. The Oral Fluency subcategory showed that 29% of students scored well below, and 20% scored 28% below. The 2025-2026 school MOY DIBELS scores showcased similar trends. Basic Comprehension Maze subcategory scores show that 45% of students scored 45% well below, and 17% scored below. However, additional findings on reading fluency scores showed that 34% of students scored well below, and 29% scored below.
DIBELS SMART Goal:	The DIBELS EOY composite score will increase from 53% to 60% on the Spring 2027 DIBELS EOY Assessment for the 2026-2027 school year.
ELA SMART Goal:	The ELA % Mastery and above will increase from 48.8% B to 50% B on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u>	
Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
Based on the ELA needs found in Glen Oaks Park Elementary's data, the following strategies will be employed to improve reading, writing, and DIBELS scores with the following: 1. Improve teachers' and students' understanding of the writing expectations. The writing expectations will be modeled in teacher collaboration. Teachers will create grade-level exemplars for each writing task prior to administering it. A school-wide writing template will be employed. Explicit modeling of the writing process will be one way to unpack writing expectations for teachers and implement them for students. Evidence of learning transfer will be expected as teachers create their grade-level writing calendars. Chunking the	

process for students will be required in the annotated lesson plans, and biweekly writing progress towards goals for the writing cycle will be employed.

2. Teachers will use the school-wide template to provide students with a student-friendly writer's checklist, model expectations, and hold writing conferences after writing tasks. Evidence of such conferences will be required, with feedback on the Google Doc feature under the writer's workshop section that the teacher will create in Google Classroom for each student, along with exemplars. Such digital artifacts from conferences are valuable because they provide models of growth and serve as data for reviewing writing trends among teachers and the ILT.
3. Teachers in teacher collaboration will unpack the LDOE writing rubrics, which will be modeled for students to understand. Timelines for specific components will be outlined by the ILT and will be reviewed with worksamples.

To improve scores on the LAT and RST analyses on the LEAP 2025 test, teachers will complete lessons on the Common Lit site and rotate this process with their LEAP-like assessments. There will be a heavy emphasis on literary analysis tasks.

1. The chunking strategy, coupled with the keep-it-or-chunk-it strategy, will be used to ensure students understand the keywords referenced in the Part A & B question items. To improve students' understanding of LAT, teachers will explain the purpose-setting statement, which is part of each LAT and all LDOE testing, and guide students in writing outcomes and using the question items along the passage as clues to key details in the writing prompts.
2. To ensure subgroup success, Glen Oaks Park will use the 2025-2026 small group model and the inclusion model to provide intensive support of ESS, 504, and the lowest 25% groups by providing morning and in-class small groups on Monday, Wednesday, and Friday, while providing support for other students on Tuesday and Thursday.
3. The ESS inclusion model will receive the greatest support for subgroups, as such teachers push into regular education classes to provide in-class support and differentiation for diverse learners.
4. The librarian will support efforts to improve components of RST, LAT, and NWT found on the Leap 2025 test by aligning her lessons on specific trends in the data. For example, if 4th graders show deficits in skills required for literary analysis tasks, such as context clues and point of view, the librarian will embed those skills into the lesson, using the same strategies used in the ELA class.

Since the Maze Comprehension subcategory on the DIBELS test shows a need for growth and reading fluency, the following will be employed in addition to progress monitoring on the Mclass platform. The teacher will do the following to improve fluency and the Maze component with the following strategies:

1. Weekly reading fluency passages are read in class and sent home for families to practice.
2. Weekly Wednesday Maze drills with student data binders.
3. Explicitly modeling the Maze test component.
4. Progress monitoring using the Mclass platform will be conducted with alternating 10-day cycles, as recommended by Mclass. Trained teachers and paras will use strategies as outlined in the platform with support.
5. Given sufficient funding, the after-school DIBELS camp will run concurrently with the LEAP camp to ensure students who fall in the well

below and below categories have top priority for tutoring opportunities after school hours.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Chunking the writing process with explicit modeling and exemplars. Students will have 30 minutes of mini lessons followed by timed writing practice using LEAP like passages.	ELA Content Lead Teacher	Bi weekly	Bi weekly	Reviewed in ILT	Title I
Utilize technology-enhanced questions: drag and drop, multi-select, Part A, and Part B for weekly assessments and exit tickets. Such practice will improve Part A and B questions that improve students ability to find supporting details. Such technology usage will help teachers scaffold and differentiate lessons. Technology used are: Commonlit, Pear Deck and Illuminate.	ELA Content Lead Teacher	Weekly	Weekly	Reviewed in ILT	Title I
Writer's conferences using Google Docs that serve as teacher artifacts and ongoing feedback for students. Conferences will be held with students for 10 minutes highlighting key points that improve students overall proficiency.	Teacher	Biweekly	Biweekly	Reviewed in ILT	Title I
Teachers will use HQIM and provide daily instruction that follows the district's scope and sequence.	Teacher	Weekly	Weekly	Reviewed in ILT	Title I

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Teachers will model exemplars and incorporation guided practice.	Teacher	Weekly	Weekly	Reviewed in ILT	Title I
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CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka Math2
<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	Based on the 2024-2025 Leap 2025 results, there is a need to focus on solving problems across all operations, as 54% of 3rd-grade students scored non-proficient. 52% of 4th graders need improvement in the major content subcategory, solve multi-step problems, and 50% need support in the major content subcategory, compare and solve problems with fractions, with 50% of students scoring weak. 5th-grade data show that 63% of 5th-grade students were weak in the solve fraction problems major content subcategory, and 61% needed support with mathematical reasoning and modeling.
Math SMART Goal:	The Mathematics % Mastery and above will increase from 34.1% C to 36% C on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
Based on the needs found in Glen Oaks Park Elementary’s math data, the following strategies will be employed to improve math scores with the following: Teachers will implement the RDW strategy to promote a strong emphasis on writing within classroom instruction.	

2. During lessons that use word problems, classrooms will use the chunking method to break problems and texts into manageable parts to support students' understanding and structured written responses. Evidence of chunking will be required from each student, using a checklist, before turning in assignments, including CFAs.
3. Teachers will implement small-group instruction based on identified student needs, using data from exit tickets, weekly CFAs, and benchmark assessments. Data will be tracked by subgroups and by standards, including a focus on the lowest 25% and inclusion students.
4. Classrooms will implement scratch paper analysis to review trends in student errors, and these analysis documents will be discussed during ILTs and PLCs. Teachers will use this during student conferences and small groups.
5. All teacher-created assessments must include Type II AND Type III questions and evidence of unpacking from students, with a scratch paper analysis.
6. Students, teachers, and ILT will track Zearn usage.
7. To ensure subgroup success, Glen Oaks Park will use the 2025-2026 small group model and the inclusion model to provide intensive support of ESS, 504, and the lowest 25% groups by providing morning and in-class small groups on Monday, Wednesday, and Friday, while providing support for other students on Tuesday and Thursday.
8. The ESS inclusion model will receive the greatest support for subgroups, as such teachers push into regular education classes to provide in-class support and differentiation for diverse learners.
9. To improve students' understanding of multi-step problems, teachers will use model-think-aloud strategies and provide students with visual representations using step boxes. The visual representation will be located in student-created math journals with anchor chart references.
10. Teachers will be required to use manipulatives to help students move from concrete to abstract thinking. Such usage will be noted in weekly lesson plans.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Explicit modeling and exemplars.	MATH Content Lead Teacher	Bi weekly	Bi weekly	Reviewed in ILT	Title I
Utilize technology-enhanced questions: drag and drop, multi-select, for weekly assessments and exit tickets. Included focus on Type II and Type III questions. Platforms used for technology enhanced	MATH Content Lead Teacher	Weekly	Weekly	Reviewed in ILT	Title I

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that will support type II and III questions are PearDeck and Illuminate.					
Scratch paper analysis documents serve as teacher artifacts and ongoing feedback for students. Scratch paper analysis will be reviewed by ILT to support teachers with trends and evaluate errors for explicit reteaching to revise common errors. Multi step problems will be reviewed and modeled in class and the teacher will provide think aloud strategies after students have completed the error analysis documents. Student conferences will follow with feedback. Conferences will be 10 minutes highlighting feedback to improve proficiency.	Teacher	Biweekly	Biweekly	Reviewed in ILT	Title I
Teachers will use HQIM and provide daily instruction that follows the district's scope and sequence.	Teacher	Weekly	Weekly	Reviewed in ILT	Title I
Teachers will model exemplars and incorporation guided practice.	Teacher	Weekly	Weekly	Reviewed in ILT	Title I
The bottom 25% and high basic students will be provided scaffolded lessons that improve student outcome with rigorous data tracking and students in this subgroup will meet with the ILT to participate in conferences with assigned ILT members.	ILT	Biweekly	Biweekly	Reviewed in ILT	Title I

CORE ACADEMICS - Science	Tier 1 Resources: Amplify Science
<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	Based on the 2024-2025 Leap 2025 science results, there is a need to focus on the investigate and reason scientifically. The data shows that 56% of 3rd grade students were not proficient in the investigate category and 47% were not proficient in the reason scientifically reporting category. 4th grade data shows that 38% were not proficient in the evaluate category with 37% of 4th grade students needing improvement in the investigate category. Lastly, 5th grade students' data shows that 43% of students need improvement in the scientific category with 38% of students in need of support in the investigate category.
Science SMART Goal:	The Science % Mastery and above will increase from 22.7% to 24% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u>	
Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups.	
<i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
Based on the needs found in Glen Oaks Park Elementary's science data, the following strategies will be employed to improve science scores with the following:	
Teachers during collaboration meetings receive job-embedded learning to collaborate with peers to do the following: compare students'	

- work samples, analyze data, and create common formative assessments (CFA's) and to annotate lesson plans.
- Teachers will embed science instruction to complete CER tasks in which they create claims, provide reasoning and support claims with evidence which is found on the reason scientifically science reporting category.
 - Teachers will create technology enhanced items that simulate real word phenomenon using simulations that help students make relevant connections which will support the investigate reporting category found on the science Leap Test. .
 - Students will create science journals in which they will produce student-created anchor charts to make connections to phenomenon which will include relevant vocabulary terms and notes regarding the phenomenon.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Teachers will model exemplars and incorporation guided practice.	Teacher	Weekly	Weekly	Reviewed in ILT	Title I
Utilize technology-enhanced questions: drag and drop, multi-select, for weekly assessments and exit tickets. Technology used in science will be PearDeck and Illuminate.	Science Content Lead Teacher	Weekly	Weekly	Reviewed in ILT	Title I
CER conferences will follow with feedback. Conferences will be 10 minutes to provide students extensive feedback that leads to proficiency.	Teacher	Biweekly	Biweekly	Reviewed in ILT	Title I
Teachers will use HQIM and provide daily instruction that follows the district's scope and sequence.	Teacher	Weekly	Weekly	Reviewed in ILT	Title I

CORE ACADEMICS - Social Studies	Tier 1 Resources: Gallopade
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the <u>SMART Goal Worksheet</u> for this year?	
Social Studies Focus Area	Based on the 2024-2025 Leap 2025 social studies results, there is a need to focus on examining sources and expressing claims. 3rd grade data shows a need to focus on the reporting category “Foundations, Papers, and Places of the United States of America with 63% of students needing support. This same trend was evident with the reporting category “ Industry, Innovation and a More Perfect Union” in which 3rd grade students needed support as evidenced by 63% students scoring non proficient. 4th Grade student data shows that 77% of students need support with the reporting category “ Empire Building in China, Greece, and Rome” and 65% of 4th grade students in need of support in the "Establishing Context" reporting category. Lastly, 5th grade data shows that the reporting”Renaissance, Reformation and Colonization" showed that 61% of students needed support and 57% needed support with the social studies reporting category “Civilization in the Americas”.
Social Studies SMART Goal:	The Social Studies % Mastery and above will increase from 15.4% to 24% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
Based on the needs found in Glen Oaks Park Elementary’s social studies data, the following strategies will be employed to improve social studies scores with the following:	

1. Teachers will embed social instruction to complete writing tasks using Leap rubrics in which they create claims and provide necessary evidence.
2. Teachers will create technology enhanced items that give students opportunities to analyze sources.
3. Students will create social studies journals in which they will produce student created anchor charts to make connections to sources.
4. Teachers during collaborative meetings will do the following: collaborate with peers, analyze data and create common formative assessments (CFA's) and annotate lesson plans.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Teachers will model exemplars and incorporation guided practice.	Teacher	Weekly	Weekly	Reviewed in ILT	Title I
Utilize technology-enhanced questions: drag and drop, multi-select, for weekly assessments and exit tickets. Technology used in social studies will be PearDeck and Illuminate.	Social Studies Content Lead Teacher	Weekly	Weekly	Reviewed in ILT	Title I
CER conferences will follow with feedback. Conferences will be 10 minutes to provide students extensive feedback that leads to proficiency.	Teacher	Biweekly	Biweekly	Reviewed in ILT	Title I

Non-CORE Academics	Resources: Tier I curriculum and district/school pacing guides
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ACTION STEPS					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Literacy integration is embedded into library lessons that follow regular education teachers' pacing guides and classroom strategies.	Librarian	Biweekly	Biweekly	Reviewed during the ancillary PLC and ILT.	Title I
Fluency in math will be embedded into physical education class through sprints at the beginning of each lesson, with the use of data tracking.	Physical Education Teacher	Biweekly	Biweekly	Reviewed during the ancillary PLC and ILT.	Title I
The music education teacher will implement project-based learning that connects to real-world applications.	Music Teacher	Monthly	Monthly	Reviewed during the ancillary PLC and ILT.	Title I
Non-core teachers will use formative assessments to monitor student progress and include small group interventions for core subjects using small group tracking.	Ancillary Teachers	Biweekly	Biweekly	Reviewed during the ancillary PLC and ILT.	Title I

Student Subgroups and Student Attendance

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Targeted support with small group instruction that addresses students' learning needs.	All Teachers	Daily	Weekly	PLC and Grade Level Meetings	Title I
The school will regularly monitor data for subgroups and adjust supports and intervention blocks	Instructional Leadership Team All Teachers	Weekly	Weekly	ILT Meetings Grade Level Meetings	Title I
The school will implement weekly attendance progress monitoring through the attendance clerk. Daily attendance calls will be done through the attendance clerk.	Clerk	Daily	Weekly	Operational Meeting	Title I
The school will implement a monthly attendance recognition program that encourages attendance through classroom celebrations. Students with perfect attendance will be recognized with school-wide celebrations.	Culture and Climate Team	Monthly	BiWeekly	Grade Level Meetings	Title I
The school will regularly communicate attendance to parents through monthly newsletters and parent meetings.	Leadership Team	Monthly	Bi weekly	Operational Meeting	Title I

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
HQIM professional development will be provided to teachers, which will include best practices, lesson unpacking, and review of upcoming lessons.	Content Leads	Weekly	Weekly	ILT	Title I
All teachers will participate in professional development focused on RACE, CER, or RDW with a deep focus on scaffolding for subpopulations.	Content Leads	Weekly	Weekly	ILT	Title I
Teachers will participate in professional development on the Louisiana Educator Rubric, with a focus on indicators and look-fors. Admin and instructional leaders will provide specific feedback aligned to the rubric and provide teacher coaching support.	Content Leads	Weekly	Weekly	ILT	Title I

STUDENT SUPPORT SERVICES

Narrative

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

Glen Oaks Park students' discipline and social emotional health trends show a need for conflict resolution skills and coping with trauma. Mentoring services and school based counseling with the addition of outside partnerships are vital to improve student social emotional health.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Tiering students to address academic and behavioral issues.	School counselor & PBIS Team	Biweekly	Biweekly	ILT	Title I
Restorative practice to improve the school and reduce behavioral issues.	School counselor & PBIS Team	Biweekly	Biweekly	ILT	Title I
MTSS will work with the reset room moderator to provide lessons on social emotional learning.	School counselor & PBIS Team	Biweekly	Biweekly	ILT	Title I

MULTI-TIERED SYSTEM OF SUPPORT

SEL Foundation for MTSS Success

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

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

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

Indicator Focus Area 1:		Indicator Focus Area 2:	
S	Increase in SEL in academics, including ancillary classrooms. Specifically creating student leadership opportunities.	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 the integration of SEL into academics. The monthly activities will center around the “Leader in Me” program.	A	Staff members will participate in monthly professional development on supportive school and classroom climate.
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 a reduction in referrals.
T	Every nine weeks, there will be a checkpoint for SEL integration.	T	Every nine weeks will be a checkpoint of professional development in supportive school and classroom environments.
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: 80% of classrooms will show regular usage of SEL in academics, including ancillary classrooms, and show evidence of student leadership opportunities.		Goal Statement: 80% of classrooms will increase supportive school and classroom climates, including ancillary as shown by focus group 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 an interventionist - After School Tutoring/Saturday School preference - Frequent progress monitoring with DIBELS, etc. - Technology-enhanced lesson	- Whole Group SEL Lessons - Check in with a counselor - Check in with Teacher/Mentor - Small Group with counselor /iCare Support
Tier III	
- Frequent parental meetings with concerns - After School Tutoring Preferences - Frequent Progress monitoring	- Whole Group SEL Lessons - Behavior plans - Weekly Check-in with counselor /ICARE

- Small Group instruction with resource staff
- Differentiated technology

- Small Group with counselors

Monitoring Interventions: How will your school make sure that interventions are taking place?
Operational meeting twice a month, and with administration walkthroughs

Scheduling Mandatory: What is the designated time for Explicit SEL Instruction?
Ancillary rotation schedules during library ancillary or school counselor groups.

How will time be scheduled for PLCs/Grade or Content Teams?
PLC happens every Monday, and grade level meetings happen during the ancillary every Wednesday.

PLCs are scheduled on Mondays at the following time frames:
Science -9:20-10:00 AM
Math- 10:35-11:15 AM
ELA - 12:10-12:50 PM
SS- 2:05-2:50 PM

Planning for the Future: How can individualized learning time be scheduled for students throughout the school year?
Individualized learning time can be scheduled daily from 8:00-8:20 during interventions or during the classroom interventions during each block.

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 are attentive and engaged in a nurturing environment	The student will come prepared	Students will ask questions	Students will follow classroom rules	Students will take educational risks
Hallway	Students will walk	The student will get to	Students will report any		

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	down the hall in a quiet manner	the location in a safe manner	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
Restroom	The student will get a hall pass to go to the restroom	Students will clean up after themselves in the restroom	The student will quietly walk to the bathroom	Students will report any unsafe activities	
Bus	Students will respect bus staff	The student will not eat on the 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:

- Students are modeled on the expectations during the 1st week of school by the classroom teacher and each semester during PBIS Friday celebrations.
- New students are required to attend orientation, and the expectations are expressed during orientation.

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

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

- School surveys
- Parent input during conference or school-wide meetings

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Parent and Family Engagement: • LEAP Night • Dibels Night • Monthly newsletter • Weekly family check-in (Phone) • Positive phone calls	ILT	Monthly	Monthly	Each 9 weeks	Title I
MTSS Parent and Family Engagement: • Parent newsletter • Parent meetings • Parent videos	ILT	Monthly	Monthly	Each 9 weeks	Title I

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?

- Parent surveys
- Parent meetings

MTSS Plan Overview	Glen Oaks Park will increase parental involvement and student achievement through training of academic programs and
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	interventions through newsletters and parent meetings.
Academic Programs & Interventions	
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
- UPS (Big Brown)
- State Farm-Anna Jones
- Glen Oaks Senior High Security Dads

Instruction by Certified Teachers – Certified Teacher Recruitment

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
PDK Recruitment	ILT	As Needed	As Needed		Title I
EBR District Job Fairs	ILT	As Needed	As Needed		Title I
SU and LSU	ILT	As Needed	As Needed		Title I

Transition to Next-Level School Programs

Choose Appropriate Level

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
The school counselor will provide quarterly informational sessions to students, with assistance from district personnel, at middle schools to showcase EBR middle school programs.	School Counselor	Quarterly	Quarterly	Agendas	Title I
Students will be provided with a college fair to see EBR's college-bound opportunities and trade schools.	School Counselor	Quarterly	Quarterly	Agendas	Title I