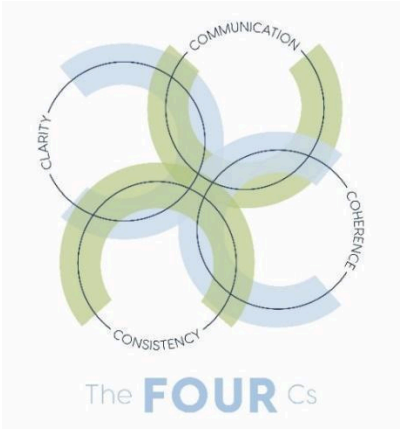

East Baton Rouge Parish School System
Schoolwide Plan
Forest Heights Academy of Excellence

Pre-K - 5th grade

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Website

2025 - 2026

Table of Contents

Table of Contents	2
District Assurance	3
Faculty and Staff Review	4
Louisiana's Goals and Priorities	5
Mission & Vision Statements	6
Instructional Leadership Team	7
Data Types	8
Comprehensive Needs Assessment	9
Schoolwide Goals	15
CORE ACADEMICS - ELA	16
CORE ACADEMICS - Mathematics	18
CORE ACADEMICS - Science	20
CORE ACADEMICS - Social Studies	22
Non-CORE Academics	24
PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics	25
MULTI-TIERED SYSTEM OF SUPPORT	26
PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics	29
Instruction by Certified Teachers – Certified Teacher Recruitment	30
Transition to Next-Level School Programs	31
Academic Intervention	32

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: Paula August-Breckenridge	Date
Executive Director	Date

Faculty and Staff Review

Date	Name	Position	Signature
	Paula August-Breckenridge	Principal	
	Mia Fowler	Assistant Principal	
	Kimberly Comeau	Magnet Site Coordinator	
	Shawn Rose	Executive Secretary	
	Jessica English-Johnson	Office Manager	
	Angela Beal Lee	School Counselor	
	Amy Cole	Reengagement (TOR)	
	Heidi Glynn	Speech	
	Lesley Howard	PK Teacher	
	Brittani Geason	PK Teacher	
	Donna Russell	PK ESS Best Teacher	
	Antiffany Guillory	PK Paraprofessional	
	Janice Brown	PK Paraprofessional	
	Ortemishia Montgomery	PK Paraprofessional	
	Veronica Finucane	Kindergarten	
	Hannah Glynn	Kindergarten	
	Corinne Veach	Kindergarten	
	Russia Williams-Lang	1st	
	Toccara Tate	1st	
	Dawn Gray	1st	
	Yolanda Davenport	2nd	
	Russia Lang	2nd	
	Sydni Simien	2nd	

	Rhavyn Barnes	3rd	
	Raven Belezaire	3rd	
	Stephanie Jackson	4th	
	Dawn Russell	4th	
	Shalietha Dunn	5th	
	Markeyda Scott	5th	
	Marlese Harris	5th	
	Cheryl Giddens	PE	
	Kristen Johnson	Library	
	Dominique Jeanpierre	Magnet Creative Writing	
	Yolanda Davenport	STEAM	
		World Language	
	Katherine Sharp	Magnet Art	
	`Melissa Holt	Magnet Drama	
	Cydney Flowers	Magnet Vocal Music	
	Jimmy Fleming	Magnet Instrumental Music	
	Laurice Lagarde	Magnet Dance	
	Jean Paul Delahoussaye	Talented Drama	

Louisiana's Goals and Priorities

Educational Priorities

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

Six Critical Goals

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

Louisiana Believes:

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

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

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

School's Mission

To promote a challenging educational program grounded in the arts that encourages all students to become positive, productive leaders.

School's Vision

While academically engaging our students, we foster the development of their creativity and value their individuality. In forging a partnership with its community, Forest Heights Academy of Excellence promotes excellence in education while providing a safe and nurturing environment.

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

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

ILT Members	
ILT Meeting Date and Time: Mondays 1:30 pm - 2:30 pm	
Principal: Paula August-Breckenridge paugust@ebrschools.org	School Counselor: Angela Lee ALee9@ebrschools.org
Assistant Principal: Mia Kleinpeter-Fowler MKleinpeter@ebrschools.org	Creative Writing Teacher (Teacher Support): Telisa Magee TMagee1@ebrschools.org
Magnet Site Coordinator: Kimberly Comeau KCox@ebrschools.org	Librarian (Teacher Support): Kristen Johnson KLanglois2@ebrschools.org

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**
Administrators		• Administrator Questionnaires • Administrator Interviews		• Demographics
Teachers		• Teacher Focus Groups • Teacher Surveys • Teacher Interviews	• Classroom Observations • Walkthroughs • Attendance Rate	• Demographics
Students	• LEAP 2025 • DIBELS • Benchmark Assessments • LEAP 360 • LexiaCore 5	• Student Surveys • Student Focus Groups • Student Interviews	• Classroom Observations • Walkthroughs • Discipline Rates • Attendance Rates	• School Report Cards • Demographics • Subgroup Components • Tableau Reports • Climate Surveys
Parents		• Parent Surveys • Parent Focus Groups • Parent Interviews	• Attendance Rates (school participation)	• Demographics

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

Comprehensive Needs Assessment

SY 2025-2026 Schoolwide Planning

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

Total Student Enrollment	Black or African American	White	Hispanic/ Latino	Multi-Racial	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
414	404	3	1	7	40	277	23	0	2
Percentage	97.3%	0.7%	0.2%	1.7%	10.4%	66.9%	6%	0%	0.5%

School Performance Score				
2018-2019 SPS **83%**	2021-2022 SPS **83.5%**	2022-2023 SPS **80.4%**	2023-2024 SPS **90.9%**	2024-2025 SPS **92.8%**
Assessment Index Score				
2018-2019 SPS **85.8%**	2021-2022 SPS **86.5%**	2022-2023 SPS **80.6%**	2023-2024 SPS **90.2%**	2024-2025 SPS **89.6%**
Progress Index Score				
2018-2019 SPS **74.6%**	2021-2022 SPS **74.4%**	2022-2023 SPS **67.5%**	2023-2024 SPS **81.2%**	2024-2025 SPS **90.5%**

Pre-Kindergarten EOY Data (delete if not needed)							
	Skill Objective	**% Below Expectations**		**% Meeting Expectations**		**% Exceeding Expectations**	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
TS GOLD Measure	**Objective 15** Demonstrates phonological awareness, phonics skills, and word recognition*)*	0%	0%	30%	69%	70%	31%
	Objective 16 Demonstrates knowledge of the alphabet	2%	0%	30%	50%	69%	50%
	Objective 17 Demonstrates knowledge of print and its uses.	0%	0%	63%	100%	37%	0%
	Objective 18 Comprehends and responds to books and other texts	2%	0%	59%	63%	39%	37%
	Objective 19 Demonstrates writing skills	0%	19%	61%	70%	39%	11%
	Objective 20 Uses number concepts and operations	1%	0%	26%	52%	72%	48%

K-3 Literacy EOY Data (in %) (delete if not needed)									
	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
DIBELS	Grade K	5%	**3%**	5%	**17%**	45%	**29%**	45%	**51%**
	Grade 1	11%	**2%**	11%	**0%**	67%	**27%**	11%	**71%**
	Grade 2	11%	**2%**	23%	**7%**	48%	**42%**	18%	**49%**
	Grade 3	9%	**2%**	26%	**7%**	34%	**27%**	31%	**64%**
	Grade 4	15%	**N/A**	29%	**N/A**	33%	**N/A**	23%	**N/A**

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
	N/A	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**

Behavioral Data					
ISS %		**Suspension to Alternative Site %**		**Expulsion %**	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
0%	11.4%	0.076%	0.029%	0%	0%

Part 1: STRENGTHS

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

	STRENGTHS	DATA SOURCE/INSTRUMENT
1.	ELA Proficiency - Written Expression	On average, 80% of 3rd-5th grade students scored mastery or advanced in written expression. LEAP 2025
2.	ELA Proficience - Knowledge and Use of Language Conventions	On average, 85% of 3rd-5th grade students scored mastery or advanced in knowledge and use of language conventions. LEAP 2025
3.	Math Proficiency - Expressing Mathematical Reasoning	On average, 61% of 3rd-5th grade students scored mastery or advanced in mathematical reasoning. LEAP 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:	
Instrument(s):	
Data Type: 1. LEAP/Behavioral 2. LEAP/Cognitive 3. LEAP/Behavioral	**Findings** 1. Teachers meet in weekly PLC meetings to review weekly data and follow a site-created Writing Calendar to guide writing instruction. 2. Teachers share samples of student writing and use data from weekly PLC meetings to drive individualized and differentiated instruction. 3. Weekly common assessments, benchmark assessments, interventions, and observational data are used to diagnose and subsequently target strengths and weaknesses.

Contributing Factor:	
Instrument(s):	
Data Type: 1. LEAP/Behavioral 2. LEAP/Cognitive 3. LEAP/Behavioral	**Findings** 1. Teachers meet in weekly PLC meetings to review data and target upcoming instruction. 2. Teachers share student work samples and develop lessons to target weaknesses. 3. Weekly spiral review, common assessments, and interventions focus on the targets identified to close achievement gaps.

Contributing Factor:	
Instrument(s):	
Data Type: 1. LEAP/Behavioral 2. LEAP/Behavioral 3. LEAP/Behavioral	**Findings** 1. Teachers meet in weekly PLC meetings to review weekly data in preparation for LEAP360 assessments. 2. Teachers share student work samples and use data from weekly PLC meetings to drive individualized and differentiated instruction in small and whole group settings. 3. District and building-level evaluators observe teachers analyzing data, reviewing student progress, and planning for instruction in team meetings.

Part 2: WEAKNESSES

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

	WEAKNESSES	DATA SOURCE/INSTRUMENT
1.	LEAP Informational Text	In all testing grades (3rd-5th), Informational Text demonstrated a weakness. 8% of these students scored approaching basic or unsatisfactory.
2.	LEAP Science	In all testing grades (3rd-5th), Scientific Investigation demonstrated weakness. 25% of these students scored approaching basic or unsatisfactory.
3.	LEAP Science	In all testing grades (3rd-5th), Reasoning Scientifically demonstrated weakness. 23% of these students scored approaching basic or unsatisfactory.

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:	
Instrument(s):	
Data Type: 1. LEAP/Cognitive 2. LEAP/Behavioral 3. LEAP/Behavioral	**Findings** 1. 8% of students in grades 3rd-5th are not proficient in utilizing informational texts. 2. Observations and walkthroughs indicate a lack of student exposure to multiple nonfiction texts. 3. When looking at assessments in weekly PLC meetings, there is a lack of nonfiction text exposure in weekly assessments across the curriculum.

Contributing Factor:	
Instrument(s):	
Data Type: 1. LEAP/Behavioral 2. LEAP/Behavioral 3. LEAP/Behavioral	**Findings** 1. According to observations and walkthroughs, there is a lack of quality science instruction provided. 2. According to observations and walkthroughs, teachers do not adequately utilize the curriculum and its resources. 3. Teacher observations indicate that teachers dedicate only a limited amount of time and preparation toward developing and conducting scientific investigations.

Contributing Factor:	
Instrument(s):	
Data Type: 1. LEAP/Behavioral 2. LEAP/Behavioral 3. LEAP/Behavioral	**Findings** 1. According to observations and walkthroughs, there is a lack of quality science instruction provided. 2. According to observations and walkthroughs, teachers do not adequately utilize the curriculum and its resources. 3. Teacher observations indicate that teachers dedicate only a limited amount of time and preparation toward developing proficiency in reasoning scientifically.

Schoolwide Goals

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	14.4	18.9	Math	58.8	62.1	Graduation Rate	N/A	
English	45.9	49.0	English	77.6	81.6	Read based on a nationally recognized exam	N/A	
Math growth for the lowest 25% of students	17.2	21.0	Science	46.1	50.1	Accelerated into college coursework, career training, or service	N/A	
English growth for the lowest 25% of students	75.9	79.0	Social Studies	40.8	44.4			
English Language Acquisition (ELL)								

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:**		
Student Achievement	**Exemplary Customer Service**	**Operational Excellence**	**Employee Development**

School Literacy Plan

(Elementary and K-8 Schools)

AMBITION

- Based on your data trends, what is the area of focus? This year's focus will be to improve our students' understanding of informational text in grades 3-5.
- Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year? Our overall school SPS will increase by 4% on the LEAP 2025.

ELA Focus Area	This year's focus will be to improve skills and knowledge as it pertains to informational text.
DIBELS Focus Area	This year's focus will be to improve decoding in grades K-3, and phonemic awareness in grades K and 1.
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from XX to XX on the Spring 2026 DIBELS EOY Assessment for the 2025-2026 school year.
ELA SMART Goal:	The ELA Assessment Index will increase from 77.6% to 84% on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.

AFFIRMATION

- Where have gains been made? What strategies were used? We have improved our overall writing performance. We developed a writing plan that was implemented across all grade levels, using the IBC model. This plan also focused on writing

cross-curriculum using the RACE strategy. Scholars were also provided with constructive, immediate feedback to enhance their writing.

- Who were the key individuals in achieving these gains? All teachers, support staff, and administration
- How will you leverage those individuals and strategies for continuous improvement this school year? During PLC meetings, teachers and administration will revisit our writing plan from last year and make modifications as needed. Due to us not having a literacy coach this year, we will utilize our teacher leaders on campus to support teachers who need additional support. The administration will also provide support.

Areas of Progress:

ANALYSIS

- What is the priority? To increase scholars' performance and comprehension as it relates to informational text.
- What student learning problem needs to be addressed to attain the goal? Scholars have to receive many opportunities to dive into the informational text to develop their comprehension and exposure to vocabulary embedded in the text.
- What is the root cause of this student learning problem? What data supports this hypothesis? According to our data, students need more practice with mastering skills associated with informational text. According to our LEAP2025 Data, approximately 8% of our 3rd-5th students scored in the moderate/weak range regarding Informational text questions.
- What is the student impact if you attain this goal? Students will increase their overall proficiency level on grade level standards, district benchmark assessments, as well as state assessments.
- What professional learning is needed for administrators, teacher leaders, and teachers? We will collaborate with district-level content personnel for school-level personnel to deliver strategies, and practices to improve mastery of the text. Strategies will be progress monitored to determine mastered regularly.

School's Priority: To increase scholars' performance on skills and knowledge as it pertains to informational text.

Student Learning Problem: Students need more ability to internalize the implications of complex texts and the text features and elements of nonfiction text.

Root Cause & Supporting Data: Students lack the stamina and knowledge to show their thinking and demonstrate understanding when it pertains to informational text.

Student Impact: Nonfiction text is very complex and it is more difficult for them to understand and process the text and its features. Secondly, due to modern technology (Text, social media), formal writing is less prevalent. Therefore, students lack vocabulary and conventional skills.

Educator Professional Learning Needs: Teachers benefit from content-based professional development, providing both samples of high-level informational texts and information on how/where to find the resources to help teachers impact student learning.

ACTION STEPS
Actions Steps & Progress Indicators

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
Weekly PLC Meetings MCLASS Lessons within the Intervention (K-3rd) LIFT Lessons within the Intervention (3rd-5th) LEAP Remediation	Principal Assistant Principal Instructional Leadership Team	Aug. 2025 - May 2026	Illuminate data, LEAP360 data, Biweekly Common Assessments/Task		Schoolwide Tilte I $2,137.50 $8,925.00
Weekly Walkthroughs Data Presentations	Principal Assistant Principal Instructional Leadership Team	Aug. 2025 - May 2026	Walkthrough Data Forms, Student Work Samples Assessment Data		$4,095.00 $509.65

CORE ACADEMICS - Mathematics	**Tier 1 Resources: Eureka**		
Student Achievement	**Exemplary Customer Service**	**Operational Excellence**	**Employee Development**

AMBITION

- Based on your data trends, what is the area of focus? To improve the overall performance of students in Math the focus will be for students to improve Type II and Type III problems (solve problems with any operation; solve fraction problems; modeling and application).
- Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year? Our overall school SPS will increase by 4% on the LEAP 2025.

Math Focus Area	To improve the overall performance of students in Math the focus will be for students to improve Type II and Type III problems (solve problems with any operation; solve fraction problems; modeling and application).
Math SMART Goal:	The Math Assessment Index will increase from 58.8 to 61% on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.

AFFIRMATION

- Where have gains been made? What strategies were used? The area in which we saw gains was expressing mathematical reasoning. Teachers ensured that all scholars used the RDW strategy to solve type II and type III questions. Scholars had to show their work when solving their mathematical problems.
- Who were the key individuals in achieving these gains? All classroom teachers, support staff, and administration
- How will you leverage those individuals and strategies for continuous improvement this school year? During PLC meetings, teachers and administration will demonstrate lessons and model what scholars will need to master the standard/skill; we will also identify any areas in which we will be of concern(s). Due to us not having a math coach this year, we will utilize our teacher leaders on campus to support teachers who need additional support. The administration will also provide support.

Areas of Progress:

ANALYSIS

- What is the priority? To increase scholars' performance Type II and Type III problems (solve problems with any operation; solve fraction problems; modeling and application).
- What student learning problem needs to be addressed to attain the goal? Students need to have access to various types of Type II and Type III problems that require them to do multi-steps and apply real-world and mathematical concepts.
- What is the root cause of this student learning problem? What data supports this hypothesis? One of the major root causes is that prior to third grade students have very little practice with multi-step problems. Most of the mathematical practice involves mathematical algorithms. Because type II and type III problems are lengthy, students lack stamina and assurance regarding their responses.
- What is the student impact if you attain this goal? Students will increase their overall proficiency level on grade level standards, district benchmark assessments as well as state assessments.
- What professional learning is needed for administrators, teacher leaders, and teachers? School-level leaders will collaborate with district content leaders to develop strategies and practices to increase student achievement positively.

School's Priority: To increase scholars' performance in Type II and Type III problems (solve problems with any operation; solve fraction problems; modeling and application).

Student Learning Problem: Students' inability to model and correctly solve multi-step problems.

Root Cause & Supporting Data: Students lack the stamina and knowledge to demonstrate their thinking through to model/complete multi-step problems accurately. Furthermore, math has traditionally been taught by way of rote memorization, hindering the ability to think mathematically.

Student Impact: Students need more ability to read and apply Type II and Type III problems.

Educator Professional Learning Needs: Teachers benefit from content-based professional development with a deepening understanding of mathematical concepts, differentiating instruction for diverse learners, and encouraging critical thinking and reasoning in math.

ACTION STEPS
Actions Steps & Progress Indicators

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
Model and team teach with teachers	Principal	Aug. 2025 -	LEAP360 data, Biweekly Common		Schoolwide

Teachers will do the math (Problem Sets) and practice teaching lessons beforehand; the administration will provide feedback Weekly PLC Meetings LEAP Remediation	Assistant Principal Instructional Leadership Team	Aug. 2025 - May 2026	Assessments/ Task	Tilte I $2,137.50 $8,925.00
Schoolwide Math Strategies	Principal Assistant Principal Instructional Leadership Team	Aug. 2025 - May 2026	Anchor Charts, Student Work Samples	$4,095.00
Weekly Walkthroughs Data Presentations	Principal Assistant Principal Instructional Leadership Team	Aug. 2025 - May 2026	Walkthrough data forms, Student Work Samples Assessment Data	$509.65

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

AMBITION

- Based on your data trends, what is the area of focus?
- Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?Our overall school SPS will increase by 4% on the LEAP 2025.

Science Focus Area	Scientific Inquiry and Problem Solving using CER (Claim, Evidence, and Reasoning) a framework used to help students develop scientific explanations by making a claim, supporting it with evidence, and explaining the reasoning behind the connection.

Science SMART Goal:	The Social Studies Assessment Index will increase from 40.8% to 44% on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 s school year

AFFIRMATION

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

Areas of Progress:

ANALYSIS

- What is the priority? Curiosity and inquiry
- What student learning problem needs to be addressed to attain the goal? Students can solve real-world problems through hands-on experiments.
- What is the root cause of this student learning problem? Students ask questions, form hypotheses, conduct experiments, and analyze results, developing problem-solving and reasoning skills. What data supports this hypothesis? Students' performance on LEAP.
- What is the student impact if you attain this goal? Students develop a deeper understanding of the world around them, build critical thinking skills, and lay the foundation for more advanced science learning in the future.
- What professional learning is needed for administrators, teacher leaders, and teachers? Teachers benefit from content-based professional development with a deepening understanding of scientific inquiry and problem solving.

Student Learning Problem: Students' inability to build a strong foundation in key scientific concepts and develop curiosity, problem-solving, and critical thinking skills.

Root Cause & Supporting Data: Students ask questions, form hypotheses, conduct experiments, and analyze results, developing problem-solving and reasoning skills.

Student Impact: Students learn to question not just the "what" but also the "why" and "how" behind phenomena, leading to deeper understanding.

Educator Professional Learning Needs: Educators need training in how to ask open-ended, thought-provoking questions that push students to explore the deeper meanings and causes behind the phenomena they observe; how to ask questions like "Why does this happen?" or "How can we explain this?" rather than just focusing on facts.

ACTION STEPS

Actions Steps & Progress Indicators					
What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	***Person(s) Responsible***	***Timeline***	***Progress Monitoring***	***Documentation (Success Criteria)***	***Funding Source***
● At least 45 minutes of instruction (K-2: 30 minutes and 3rd-5th: 45 minutes) will be provided daily using the district-approved Core Curriculum/resources to ensure student mastery of Louisiana Student Standards for Science. ● Writing instruction will be embedded into science instruction to ensure students can complete constructed response items (CRE strategy Claim, Reasoning, Evidence). ● Using district and state-suggested curriculum guides and pacing calendars, teachers will develop activities centered on the prerequisite skills essential to mastering the LSS. ● Use of hands-on activities (Science Kits) ● STEAM teacher provides additional support for K-2 with hands-on activities that help build students' understanding of grade-level standards to grades.	School Principal, Assistant Principal Instructional Leadership Team, All K-5th grade classroom teachers	Aug. 2025 - May 2026	-School-level pacing guides/calendars, schedules, formative assessments. -Principal and ILT will conduct weekly observations. -ILT will review lesson plans and provide feedback to teachers. -Benchmark assessments at end of the unit(s) in Illuminate. -Weekly PLC meetings will be conducted to track students' performance on weekly common assessments.		Schoolwide Tilte I $2,137.50 $509.65

CORE ACADEMICS - Social Studies	**Tier 1 Resources:** **Gallopade**		
Student Achievement	**Exemplary Customer Service**	**Operational Excellence**	**Employee Development**

AMBITION

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

Social Studies Focus Area	**Civics**
Social Studies SMART Goal:	The Social Studies Assessment Index will increase from 40.8% to 44% on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.

AFFIRMATION

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

Areas of Progress:

ANALYSIS

- What is the priority?

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

School's Priority: To foster critical thinking skills, historical inquiry, and a deeper understanding of historical events.

Student Learning Problem: Students struggle to go beyond memorizing facts and dates, without fully understanding the deeper context, causes, effects, and significance of historical events.

Root Cause & Supporting Data: History instruction may focus too much on rote memorization of dates and events rather than encouraging exploration, questioning, and deeper analysis.

Student Impact: Students will have a more nuanced understanding of history, beyond memorizing facts. They will develop an understanding of how past events shape the present and future.

Educator Professional Learning Needs: Teachers need training on how to incorporate inquiry-based learning into history lessons. This includes teaching students how to ask questions, analyze sources, and construct well-reasoned arguments based on evidence.

ACTION STEPS
Actions Steps & Progress Indicators

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
• At least 45 minutes of instruction (K-2: 30 minutes and 3rd-5th: 45 minutes) will be provided daily using the district-approved Core Curriculum/resources to ensure student mastery of Louisiana Student Standards for Social Studies. • Writing instruction will be embedded into Social Studies instruction to ensure students can complete constructed response items. • Using district and state-suggested curriculum guides and pacing calendars, teachers will develop activities centered on the prerequisite skills essential to mastering the LSS.	School Principal, Assistant Principal Instructional Leadership Team, All K-5th grade classroom teachers	August 2025 - May 2026	-School-level pacing guides/calendars, schedules, formative assessments. -Principal and ILT will conduct weekly observations. -ILT will review lesson plans and provide feedback to teachers. -Benchmark assessments at end of the unit(s) in Illuminate. -Weekly PLC meetings will be conducted to track students' performance on weekly common assessments.		Schoolwide Tilte I 2,137.50 $509.65

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

ACTION STEPS
Actions Steps & Progress Indicators

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
● Dance, Music, Drama, and Art o Two thirty-minute rotations of Arts Block instruction will be provided daily using the standards around the arts. o Arts Block teachers will meet with grade-level chairs to develop thematic units that correlate with core academic standards every nine weeks. o Arts Block teachers will conduct at least one sharing session with parents every nine weeks; sessions will consist of presentations of what students have learned every nine weeks. o Arts Block teachers will conduct at least one fall production and one spring/end-of-school-year production. **Instruction:** ● Physical Education o Students will receive 30 minutes of physical education a week. o Kindergarten to 2nd-grade classes will focus on the learning and	School Principal, Assistant Principal, Instructional Leadership Team, Arts Teachers, Physical Education Teacher, All K-5th grade classroom teachers	August 2025 - May 2026	Flyers and agendas, Sign-in sheets of meetings with parents and students Teacher lesson plans		Schoolwide Tilte I $3,500.00 $1,900.00

acquisition of locomotor, non-locomotor, and manipulative skills. o 3rd - 5th grade classes will focus on an increase in the difficulty of movement challenges presented to students in the form of combining movement patterns that are authentic to game situations.				

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

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

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

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*

Professional Development: **(Consider linking your ILT Long Range Plan)** ● Teachers will participate in high-quality Tier 1 professional development sessions which will be provided by **ELA** o Pre-K: HMH, District o K-2nd: ELA Content Leader o LETRS K-3rd grade **Math/Science/Social Studies** o Just In Time Training (content specific), District Lead	Administration, Content Trainers, All K-5th-grade classroom teachers	August 2025-May 2026		Reflections, agendas, action plans, and attendance forms	Schoolwide Tilte I $7,200.00
SEL (*What professional development is needed to ensure faculty members can implement the MTSS plan?* o SEL o Academics o Behavior					

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	Every Nine Weeks, teachers and staff will complete a Google Form where they reflect and develop their own social, emotional, and cultural competencies as a part of the school's overall professional learning strategies.	**S**	All teachers will deliver the SEL curriculum 20 minutes daily during allocated times (Kindergarten 1:45-2:05; 1st grade 11:00-11:20, 2nd grade 11:00-11:20, 1:45-2:05, 4th grade 11:45-12:05, 5th grade 2:45-3:05).
M	The MTSS team will conduct regular walk-throughs and collect data from anonymous survey check-ins.	**M**	We will measure success by monitoring rethinkEd usage data, observations of lessons, student quiz scores, and the pre/post assessment.
A	We have set times to implement meaningful opportunities for staff to reflect on and develop Adult SEL and Cultural Competencies.	**A**	All teachers are required to teach SEL regardless of the content area. Our target goal is that 100% of our teachers will teach SEL with fidelity. It is an attainable goal due to us having dedicated SEL time for every grade level.
R	This is relevant because Adult SEL and Cultural Competence is a part of our school's MTSS plan and is recognized as a key component addressing the needs of our teachers by strengthening the competencies they need to build lasting relationships and manage their emotions.	**R**	This goal is relevant because SEL is a part of our school MTSS plan and is recognized as a key component addressing the needs of our students by strengthening the competencies they need to build lasting relationships and manage their emotions.
T	● By the end of August, our teachers will conduct an anonymous needs assessment. ● Teachers will attend and participate in training sessions to strengthen their knowledge every nine weeks. ● Monthly, we will provide structured opportunities to	**T**	● By the end of August, all students will take the pretest in rethinkEd. ● By the second week of school we will begin the scope and sequence for SEL instruction.

	support staff in practicing staff care.		
I	All faculty and staff will be a part of the Adult SEL and Cultural Competence process. This ongoing support plan will develop faculty and staff self-care and positive mindsets.	**I**	All students will be a part of the lessons. By focusing on SEL instruction, we hope to create an environment where all students feel comfortable expressing their emotions socially and emotionally.
E	Developing Adult SEL and Cultural Competencies will allow us to identify situations that will empower teachers to be leaders in their classes and on campus.	**E**	Developing SEL skills in students will allow us to help them identify situations that are not fair and stand up for themselves and others in a positive and productive manner. It will also empower them to be leaders in their classes and on campus.
Goal Statement: During the 2025 -2026 school year, Forest Heights is going to focus on ensuring that every teacher receives explicit Adult SEL and Cultural Competence each semester. As a result, we should increase teachers' ability to enhance self-care and positive mindsets.		**Goal Statement:** During the 2025-2026 school year, Forest Heights Academy of Excellence will focus on ensuring that every student receives 20 minutes of explicit SEL instruction daily using the rethinkEd platform. As a result, we should see an increase in student SEL scores and their ability to handle their emotions with peers and others.	

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	
● **Curricular resources used:** Wit & Wisdom, EL Education, Eureka, Amplify, & DBQ Project ● Instructional Strategies and Differentiated Instruction ○ Instructional Strategies (RDW, RACE, IBC, etc.) ○ Small groups ○ Cooperative Learning	● PBIS- School-Wide Behavior Expectations ● Student of the Week ● SEL lessons daily for 20 minutes. ● ICARE prevention lessons ● School Counselor sessions
Tier II	
● Using Small group instructional sessions	● Mentoring with the admin team

• Scheduled intervention times • Learning strategies to address all learners	• Check-in/check-out procedures • Restorative Circles • Reset Room SEL Lessons • Tier II sessions with a Counselor or ICare • Behavior Support Plans (Insight) • ICARE group sessions
Tier III	
• Focus on Explicit Vocabulary instruction (foundational gaps) • Individual or small groups to address individual needs	• Functional Behavior Assessment with Individualized Behavior Plans • Referral to Social Worker

Monitoring Interventions: How will your school make sure that interventions are taking place? The instructional leadership team will monitor the progress of teachers and students. Instructional Leadership Team (ILT) members will review the data collected to identify the strengths and weaknesses and identify the improvement needs. There will be a dedicated intervention block for all students who need additional support.

Scheduling Mandatory: What is the designated time for Explicit SEL Instruction? SEL time will be scheduled for 20 minutes daily.

How will time be scheduled for PLCs/Grade or Content Teams? Grade-level PLCs are scheduled weekly (Wednesdays and Thursdays for an hour)

Planning for the Future: How can individualized learning time be scheduled for students throughout the school year? Small group or one one-on-one support by the school counselor.

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	Listen attentively,	Be on time; be ready to	Always walk, use		

	raise a hand to be addressed, use an inside voice	learn; give your best each day	materials as intended, keep hands and feet to yourself, sit properly		
Hallway	Walk quietly to the designated area	Walk to the right of the hallway, with your hands behind your back, in a straight line. Always have appropriate hall passes.	Go directly and promptly to the designated area.		
Cafeteria	Enter the cafeteria quietly; eat your breakfast/ lunch quietly.	Get all items before being seated; clean your area before leaving.	Walk carefully to your assigned table.		
Restroom	Wait quietly for stalls available; return to class directly and promptly.	Always wash your hands and put paper towels in the trash can; tuck your shirt in before leaving the restroom.	Keep your hands to yourself; keep both feet on the floor.		
Bus	Listen and follow directions from duty teachers.	Remain in the waiting area; have all take-home materials packed before leaving class.	Wait until the bus stops before getting in or out.		
Arrival/ Dismissal	Enter the school building quietly and orderly.	Make sure to have all items needed for school and arrive at school on time.	Walk to the right side of the hallway; no running, pushing, or shoving in the hall		

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

- Schoolwide expectations and procedures will be shared with students the 1st week of school and will be reviewed again every nine weeks.
    - Schoolwide Expectations in various school locations will be shared with students
    - Monthly the focus behavior(s) will be shared with parents in the monthly school newsletter

- Additional morning sessions will be conducted by the school counselor with various grade levels to teach/review expectations and corresponding SEL topics

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

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
Parent and Family Engagement: ● Annual Open House, parents will be given information on school-wide data, school improvement plan activities, discipline plan/Positive Behavior Support, and magnet component to form a stronger home-school connection, ultimately resulting in increased student achievement. ● Parents will be notified of student assessment results and placement in intervention groups after universal screenings, benchmark assessments, and progress monitoring to inform parents of the student's academic status. Additionally, parents will be kept informed via monthly newsletters/calendars to include school-wide activities as well as tips for assisting students at home. School social media platforms and students' homework folders will be utilized to promote ongoing communication. ● The Instructional Leadership Team and Grade Level Chairs will plan and host Fall Family Literacy Night to inform parents of grade-level reading expectations and provide parents with at-home strategies to use with their children. ● LEAP Parent Night will be conducted to inform parents of the expectations of the state assessment. Additionally, LEAP sample assessment items will be given to parents to help them become familiar with the format and rigor of the statewide assessment. ● The Instructional Leadership Team and Grade Level Chairs will plan and host Spring Family Math Night	School Principal, Assistant Principal, Instructional Leadership Team; Magnet Site Coordinator, and all K-5 Classroom Teachers	August 2025-May 2026		1. All teachers and support personnel will keep contact log/JCampus communications with parents. 2. Copies of newsletters and home-school correspondence will be placed on the school app and all social media platforms. 3. Parent meetings will be documented with sign-in sheets, and programs/agendas.	Schoolwide Tilte I $2,838.00 PFE Title I $1,740.00 $678.66

to inform parents of grade-level math expectations/strategies and provide parents with at-home strategies to use with their children.					

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? We will be communicating information about our MTSS plan through various channels, including our Meet and Greet event, the school website, and monthly newsletters. During scheduled SEL (Social-Emotional Learning) times, we are actively working with students, and our school counselor meets with students as needed for additional support. To enhance parent involvement in the MTSS process, we will share helpful tips with parents on how they can reinforce the skills and lessons taught during SEL sessions at home.

MTSS Plan Overview	We will include our MTSS plan during the Open House. Key components of the MTSS plan will be shared with parents monthly in our school newspaper and social media platforms.
Academic Programs & Interventions	Students who are being provided intervention services will have a letter sent home explaining the services the child will/receive.
SEL & Behavior Interventions	Celebrations will be conducted weekly/monthly for students who exhibit the appropriate behavior. Monthly activities/celebrations and requirements for participation will be shared with students and parents during the 1st week of every month.

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

- The school will seek sponsorship from community members for students' incentive donations.
- The school will also ask for parent donations for students' incentives.
- The school will work with various community stakeholders and local schools to build partnerships.

Instruction by Certified Teachers – Certified Teacher Recruitment

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

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	***Person(s) Responsible***	***Timeline***	***Progress Monitoring***	***Documentation (Success Criteria)***	***Funding Source***
• The principal will recruit teachers at district job fairs and provide support in staffing the school. Principal and/or Leadership Team Members will attend the district-sponsored job fairs in the spring and summer, as well as follow-up activities held in the fall and spring. • There will be monthly Professional Development opportunities initiated and facilitated by both campus personnel and district support.	School Principal, Instructional Leadership Team, Classroom Teachers, Magnet Site Coordinator, District Level Instructional Support Staff	August 2025-May 2026		Louisiana Educator Rubric Frontline Sing-In Sheets PD Agendas Staff Mapping	Schoolwide $2,600.00

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

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
• Clearly communicate to parents of all students the necessary requirements and information for transitioning from home to Pre-K, as well as from 5th grade to middle school. • We will host a series of informational workshops for parents of students entering Kindergarten in the 2025-2026 school year. These sessions will familiarize both parents and students with the expectations of the Kindergarten curriculum and the structure of elementary education. • We will collaborate with middle schools to organize tours and host a series of assemblies and/or workshops for incoming 6th graders. These events will be designed to provide students with an overview of the expectations and challenges they will face in secondary school.	School Principal, Assistant Principal, Magnet Site Coordinator, Instructional Leadership Team, District Level Instructional Support Staff	August 2025-May 2026		Flyers and agendas Sign-in sheets for meetings with parents and students	Schoolwide $2,600.00

Academic Intervention
Schools with Academic Intervention Labels

Is the school identified as a school requiring academic intervention? Select Academic Intervention Label: Select

If the school requires academic intervention, please link your Academic Subgroup Data Sheet. School Name Subgroup Data Sheet

AUS Status - Select

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

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)*

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?
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.
What steps is your school taking to retain effective educators?
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?
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?
How is your school identifying and creating key positions to support school improvement and academic achievement?

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

How is your school identifying capacity to ensure instructional approaches can be implemented timely 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?
How is your school selecting strong, moderate, or promising evidence-based strategies; and determining strategies based on conclusions of the needs assessment?

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?
What supports and interventions do you plan to implement and how are they related to your school's identified needs?
How is your school selecting strong, moderate, or promising evidence-based strategies?
How is your school determining strategies based on themes from the needs assessment to meet projected short- and long-term goals?

Critical Categories

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

How is your school establishing or continuing internal routines?
How is your school establishing or continuing routines with stakeholders?
How is your school conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising the schoolwide plan?
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?
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)?