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

Pre-K - 5th grade

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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
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	
	Tiagia Patton	Office Manager	
	Kisha Merrick	School Counselor	
	Amy Cole	Reengagement (TOR)	
	Heidi Glynn	Speech	
	Lesley Howard	PK Teacher	
	Brittani Geason	PK Teacher	
	Kimberlin Baker	PK Teacher	
	Donna Russell	PK ESS Best Teacher	
	Antiffany Guillory	PK Paraprofessional	
	Killian Greely	PK Paraprofessional	
		PK Paraprofessional	
		PK Paraprofessional	
	Veronica Finucane	Kindergarten	
	Rosalyn Baaheth	Kindergarten	
	Hannah Glynn	1st	
		1st	
	Dawn Gray	1st	

Faculty and Staff Review

Date	Name	Position	Signature
	Daisy Cazes	2nd	
	Russia Lang	2nd	
	Sydni Simien	2nd	
	Rhavyn Barnes	3rd	
	Jamie Hebert	3rd	
	Markel Washington	3rd	
	Jonua Clark	4th	
	Dawn Russell	4th	
	Joy Butler	5th	
	Jasmin Arnold-Daigle	5th	
	Deon Johnson	5th	
	Trenille Kelly	PE	
	Kristen Johnson	Library	
	Dominique Jeanpiere	Magnet Creative Writing	
	Shalietha Dunn	STEAM	
	Georgie Rigney	Magnet Art	
	Melissa Holt	Magnet Drama	
	Cydney Flowers	Magnet Vocal Music	
	Jimmy Fleming	Magnet Instrumental Music	
	Laurice Lagarde	Magnet Dance	

Louisiana's Goals and Priorities

Educational Priorities

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

Six Critical Goals

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

Louisiana Believes:

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

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

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

School's Mission

To 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.

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 • ACT • DIBELS • DRA • KITE Numeracy • Benchmark Assessments • STAR • SRI • LEAP 360	• Student Surveys • Student Focus Groups • Student Interviews	• Classroom Observations • Walkthroughs • Discipline Rates • Attendance Rates	• School Report Cards • Demographics • Subgroup Components • Tableau Reports • Climate Surveys
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 2026-2027 Schoolwide Planning

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

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
399	396	3	0	0			24	0	1
Percentage	99.25%	0.75%	0%	0%			6.02%	0%	0.25%

School Performance Score

2025-2026 Simulated SPS Score and Letter Grade	New Calculator: 51.2 % (B) Old Calculator: 88.6% (B)

Pre-Kindergarten EOY Data (delete if not needed)							
	Skill Objective	**% Below Expectations**		**% Meeting Expectations**		**% Exceeding Expectations**	
		2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
TS GOLD Measure	**Objective 15** Demonstrates phonological awareness, phonics skills, and word recognition.	0%	14%	69%	69%	31%	17%
	Objective 16 Demonstrates knowledge of the alphabet	0%	1%	50%	61%	50%	38%
	Objective 17 Demonstrates knowledge of print and its uses.	0%	7%	100%	93%	0%	0%
	Objective 18 Comprehends and responds to books and other texts	0%	0%	63%	100%	37%	0%
	Objective 19 Demonstrates writing skills	19%	2%	70%	74%	11%	24%
	Objective 20 Uses number concepts and operations	0%	2%	52%	77%	48%	21%

K-3 Literacy EOY Data (in %) (delete if not needed)									
	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
DIBELS	Grade K	3%	2%	17%	7%	29%	38%	51%	53%
	Grade 1	2%	6%	0%	13%	27%	16%	71%	65%
	Grade 2	2%	2%	7%	11%	42%	52%	49%	35%
	Grade 3	2%	0%	7%	4%	27%	31%	64%	65%
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Behavioral Data					
ISS %		**Suspension to Alternative Site %**		**Expulsion %**	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
11.4%	.76%	0.029%	4.06%	0%	0%

Part 1: STRENGTHS

90Rank-order the identified **areas of strength** (3-5) from the cognitive data (student performance):

	STRENGTHS	DATA SOURCE/INSTRUMENT
1.	ELA Proficiency	On average, 79% of 3rd-5th grade students scored mastery or advanced in writing performance. LEAP 2025
2.	Math Proficiency	Scholars in grades 3-5 scored 84% proficient on major content standards for the LEAP 2025 Mathematics Spring 2025 assessment.
3.	DIBELS Proficiency	On average, 89% of Kindergarten through 3rd-grade students scored benchmark or higher on the End of Year DIBELS assessment.

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): LEAP 2025	
Data Type: 1. LEAP/Behavioral 2. LEAP/Behavioral 3. LEAP/Cognitive	**Findings** 1. Teachers meet weekly in Professional Learning Communities (PLCs) to review weekly data. 2. Teachers share samples of student work and use data from weekly PLCs to drive individualized and differentiated instruction. 3. Weekly common assessments, common formative assessments, interim assessments, interventions, and observational data are used to diagnose scholars' strengths and weaknesses.

Contributing Factor:	
Instrument(s): LEAP2025	
Data Type: 1. LEAP/Behavioral 2. LEAP/Cognitive 3. LEAP/Behavioral	**Findings** 1. Teachers meet weekly in Professional Learning Communities (PLCs) to review weekly data. 2. Weekly common assessments, common formative assessments, interim assessments, interventions, and observational data are used to diagnose scholars' strengths and weaknesses. 3. District and building-level evaluators observe teachers analyzing data, reviewing student progress, and planning for instruction in team meetings.

Contributing Factor:	
Instrument(s): DIBELS	
Data Type: 1. DIBELS/Cognitive 2. DIBELS/Archival 3. DIBELS/Cognitive	**Findings** 1. Teachers meet weekly in Professional Learning Communities (PLCs) to review weekly data and conduct interventions for all scholars who test below or well below on DIBELS. 2. Job-embedded time is scheduled for collaborative planning, data analysis, and professional development. 3. Teachers reviewed data from the DIBELS BOY and MOY Benchmark assessments and conducted progress monitoring to track growth for all scholars.

Part 2: WEAKNESSES

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

	WEAKNESSES	DATA SOURCE/INSTRUMENT
1.	LEAP Social Studies	Across all testing grades (3rd-5th), 61% of students demonstrated weaknesses across all reporting categories in Social Studies.
2.	LEAP Mathematics	In the subcategory of Additional & Supporting Content Standards, 58% of 3rd-5th students demonstrated weaknesses.
3.	LEAP Science	Across all testing grades (3rd - 5th) 60% of students demonstrated weakness across all reporting categories for Science.

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): LEAP2025	
Data Type: **1.** LEAP/Cognitive 2. LEAP/Archival 3. LEAP/Behavioral	**Findings** 1. Students demonstrated gaps in understanding key Social Studies concepts such as historical reasoning, geography skills, and the ability to analyze primary and secondary sources. 2. Historical performance trends indicate that Social Studies has received less instructional emphasis compared to ELA and Math, resulting in lower cumulative content knowledge. 3. Classroom observations and teacher feedback indicate that students sometimes demonstrate limited engagement during Social Studies instruction, particularly during reading-intensive lessons or activities requiring extended analysis of informational texts.

Contributing Factor:	
Instrument(s): LEAP2025	
Data Type: 1. LEAP/Cognitive 2. LEAP/Archival 3. LEAP/Behavioral	**Findings** 1. Scholars often struggled to synthesize information across topics and explain relationships between historical events, civic concepts, and geographic features. 2. Benchmark and unit assessment data throughout the year also reflected lower accuracy rates in these areas. 3. Instructional pacing and classroom practice activities were more heavily aligned to major standards, which may have reduced opportunities for students to practice and apply supporting standards consistently.

Contributing Factor:	
Instrument(s): LEAP2025	
Data Type: 1. LEAP/Cognitive 2. LEAP/Archival 3. LEAP/Behavioral	**Findings** 1. Students showed difficulty applying scientific concepts, interpreting data from charts and diagrams, and explaining scientific phenomena using evidence-based reasoning. 2. Item analysis shows that students performed particularly poorly on questions requiring application of scientific practices and crosscutting concepts. 3. Classroom instructional data and teacher observations indicate that students had limited opportunities for hands-on experiments and inquiry-based learning experiences.

Schoolwide Goals

Overall Goal: By the end of the 2026-2027 school year, Forest Heights Academy of Excellence SPS will increase from 51.2% to 55.2% 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	40.9%	44.9%	Math	60%	64%	Graduation Rate		

English	63.7%	67.7%	English	79.3%	83.3%	Read based on a nationally recognized exam		
Math growth for the lowest 25% of students	25%	29%	Science	37.4%	41.4%	Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students	66.1%	70.1%	Social Studies	36.8%	40.8%			
English Language Acquisition (ELL)	0%	0%						

CORE ACADEMICS - ELA	**Tier 1 Resources:** CKLA (K-2) and MyView (3-5)

AMBITION

- Based on your data trends, what is the area of focus? This year's focus will be to improve our students' understanding of Vocabulary in Informational Text and Comprehension of Literary Text in grades 3rd-5th
- Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year? Our overall school

ELA Focus Area	Vocabulary in Informational Text and Comprehension of Literary Text
DIBELS Focus Area	Phoneme Segmentation Fluency (K-1st) and Oral Reading Fluency (1st-3rd)
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from 88% to 90% on the Spring 2027 DIBELS EOY Assessment for the 2026-2027 school year.
ELA SMART Goal:	The ELA79.3 % Mastery and above will increase from 79.3 to 83.3 on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.

Narrative

Describe schoolwide strategies that the school is implementing to:

a. Use methods and instructional strategies that strengthen the academic program in the school;
b. Increase the amount and quality of learning time;
c. Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
d. Include interventions and strategies to increase student achievement in underperforming subgroups.

Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.

Forest Heights Academy of Excellence will implement a comprehensive, schoolwide approach to increase student achievement in ELA by strengthening foundational literacy, vocabulary, reading comprehension, and students' ability to apply grade-level skills to complex texts. The school's strategies will align with the identified ELA focus areas of Vocabulary in Informational Text and Comprehension of Literary Text, as well as the DIBELS focus areas of Phoneme Segmentation Fluency for Kindergarten–1st grade and Oral Reading Fluency for 1st–3rd grade. These efforts will support the school's goal of increasing the DIBELS EOY Composite Score from 88% to 90% and increasing ELA Mastery and Above from 79.3% to 83.3% by Spring 2027.

1. Strengthen the Academic Program through High-Quality Instructional Strategies
Teachers will use Louisiana Student Standards, Achievement Level Descriptors, and assessment data to plan rigorous, standards-aligned instruction. PLCs and Instructional Leadership Team meetings will focus on analyzing DIBELS, LEAP, interim, and classroom assessment data to identify specific skill gaps and determine appropriate instructional responses. Teachers will explicitly teach academic vocabulary, morphology,

phonemic awareness, phonics, fluency, comprehension strategies, and evidence-based responses to literary and informational texts. Small-group instruction and differentiated learning tasks will be used to address individual student needs while maintaining grade-level rigor. Teachers will also use ongoing formative assessment and student work analysis to adjust instruction and provide immediate feedback.

2. Increase the Amount and Quality of Learning Time
The school will maximize instructional time by implementing structured intervention and enrichment opportunities throughout the school day and through extended learning opportunities. Kindergarten–2nd grade scholars will receive targeted morning intervention focused on foundational literacy skills, including phonemic awareness and phoneme segmentation. Students in grades 1–3 will receive targeted support in oral reading fluency, accuracy, and comprehension. Protected instructional blocks, intentional small-group instruction, and data-driven intervention groups will ensure that additional learning time is focused on specific academic needs rather than general remediation. Teachers will monitor student progress regularly and adjust intervention groups based on performance data.

3. Provide an Enriched and Accelerated Curriculum for a Well-Rounded Education
As a magnet school with an arts-integrated program, Forest Heights Academy of Excellence will use the arts to strengthen literacy engagement, communication, vocabulary, critical thinking, and comprehension. Students will participate in meaningful opportunities to read, write, discuss, perform, create, and respond to literature and informational texts across content areas. Teachers will incorporate complex texts, authentic writing opportunities, research, project-based learning, technology, and cross-curricular connections to accelerate learning and increase student engagement. Students demonstrating mastery will receive enrichment and opportunities to work with more complex texts and higher-level tasks to ensure continued academic growth.

4. Increase Achievement for Underperforming Subgroups
The school will use disaggregated DIBELS, LEAP, interim, and classroom assessment data to identify students and subgroups requiring additional support. Students will be identified for Tier 2 and Tier 3 interventions based on specific skill deficits, with progress monitored through established data trackers and frequent formative assessments. PLCs will review student progress, intervention effectiveness, and growth toward individual goals. Teachers will provide targeted support in foundational literacy, vocabulary, fluency, and comprehension while maintaining access to grade-level standards and rigorous instruction. Families will also be engaged through communication about student performance, intervention needs, and strategies they can use to support literacy development at home.

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***	***Evaluation***	***Funding Source*** *(Federal, state, and local)*

Close Reading and Text-Based Discussions Teachers will implement close reading of literary texts and use guided discussions, story mapping, and written responses to help students analyze characters, setting, plot, and theme while supporting their answers with evidence from the text.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers	Aug. 2026 - May 2027	Classroom walkthroughs focused on evidence of close reading routines, guided discussions, and use of text-dependent questions Lesson plan reviews to ensure alignment to standards and inclusion of story mapping and written responses Student work analysis (written responses, annotations, graphic organizers) to assess use of text evidence PLC discussions to review student progress and refine instructional strategies Coaching and feedback cycles to strengthen	Otus data, LEAP360 data, Biweekly Common Assessments/Task	Title I Schoolwide: $9,112.5 Title I Schoolwide: $700.0

			questioning and discussion techniques		
Explicit Vocabulary Instruction and Word Walls Teachers will provide explicit instruction of academic vocabulary from informational texts using strategies such as context clues, vocabulary journals, and the Frayer Model. Classrooms will also maintain interactive word walls to reinforce key vocabulary across subject areas.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers	Aug. 2026 - May 2027	Classroom walkthroughs to observe vocabulary instruction strategies (context clues, Frayer Model, vocabulary journals) and use of word walls Lesson plan reviews to ensure intentional vocabulary instruction aligned to texts and standards Student work analysis (journals, vocabulary activities) to assess understanding and application of terms PLC discussions to share effective strategies and	Otus data, LEAP360 data, Biweekly Common Assessments/Task	

			address vocabulary gaps Coaching and feedback cycles to support consistent implementation		
Utilize technology-enhanced questions: drag and drop, multi-select, Part A, and Part B.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers	Aug. 2026 - May 2027	Classroom walkthroughs to observe integration of technology-enhanced question types Lesson plan reviews to ensure inclusion of LEAP-aligned question formats Student work analysis (digital and paper-based) to assess accuracy and understanding Assessment data reviews to track student performance on TE items PLC discussions	Otus data, LEAP360 data, Biweekly Common Assessments/Task	

			to share strategies and address student misconceptions		
Implement HQIM ELA Curriculum: The school will utilize high-quality, standards-aligned instructional materials. These resources are selected for their strong alignment with state standards and proven effectiveness in supporting differentiated learning. The school will follow all routines and strategies embedded in the instructional resources (including but not limited to): ○ Close reading ○ Annotating ○ Vocabulary Building	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers	Aug. 2026 - May 2027	Classroom walkthroughs to observe fidelity of curriculum use and instructional routines Lesson plan reviews to ensure alignment to standards and inclusion of key strategies Student work analysis (annotations, written responses, vocabulary tasks) to assess rigor and application PLC discussions to review data, share best practices, and address gaps Coaching and feedback cycles to support consistent and	Otus data, LEAP360 data, Biweekly Common Assessments/Task	

			effective implementation		

CORE ACADEMICS - Mathematics	**Tier 1 Resources:**	Eureka Math Squared

AMBITION

- Based on your data trends, what is the area of focus? To improve overall student performance in Math, the focus will be on strengthening students' ability to solve **Type II and Type III problems**, including solving problems involving any operation, solving fraction problems, and applying mathematical concepts through modeling and real-world applications.
- Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?

Math Focus Area	To improve overall student performance in Math, the focus will be on strengthening students' ability to solve **Type II and Type III problems**, including solving problems involving any operation, solving fraction problems, and applying mathematical concepts through modeling and real-world applications.
Math SMART Goal:	The Mathematics 60% Mastery and above will increase from 60% to 64% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.

Narrative

Describe schoolwide strategies that the school is implementing to:

a. Use methods and instructional strategies that strengthen the academic program in the school;
b. Increase the amount and quality of learning time;
c. Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
d. Include interventions and strategies to increase student achievement in underperforming subgroups.

Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.

Forest Heights Academy of Excellence will implement a schoolwide, data-driven approach to improve mathematics achievement by strengthening students' ability to solve Type II and Type III problems, including problems involving all operations, fractions, mathematical modeling, and real-world applications. The school's goal is to increase Mathematics Mastery and Above from 60% to 64% on the Spring 2027 LEAP assessment. Instructional practices will emphasize conceptual understanding, procedural fluency, mathematical reasoning, problem-solving, and students' ability to explain and justify their thinking.

1. Strengthen the Academic Program through High-Quality Instructional Strategies
Teachers will provide rigorous, standards-aligned mathematics instruction based on the Louisiana Student Standards, Achievement Level Descriptors, and LEAP expectations. PLCs and Instructional Leadership Team meetings will analyze assessment data and student work to identify specific mathematical skill gaps and misconceptions. Teachers will explicitly model problem-solving strategies and provide students with consistent opportunities to solve Type II and Type III problems. Instruction will incorporate mathematical discourse, multiple representations, manipulatives, visual models, equations, and written explanations to deepen conceptual understanding. Teachers will use formative assessment and student work analysis to adjust instruction and provide targeted feedback.

2. Increase the Amount and Quality of Learning Time
The school will maximize instructional time by protecting the mathematics instructional block and providing additional opportunities for targeted practice and intervention. Students will participate in small-group instruction based on identified academic needs, with intervention time focused on priority standards, computation, fractions, problem-solving, and mathematical reasoning. Additional learning opportunities will include targeted practice using digital and supplemental resources such as Zearn and other standards-aligned materials. Progress will be monitored regularly so that students can be regrouped and provided with additional support as needed.

3. Provide an Enriched and Accelerated Curriculum for a Well-Rounded Education
Students will engage in authentic, rigorous mathematical tasks that connect mathematics to real-world situations and other content areas. Teachers will incorporate problem-based learning, mathematical modeling, STEM and STEAM activities, performance tasks, and opportunities for students to collaborate and communicate mathematical reasoning. Students who demonstrate mastery will receive enrichment activities that require them to apply concepts to more complex Type II and Type III problems, analyze multiple solution strategies, and justify their reasoning. These opportunities will promote critical thinking, creativity, perseverance, and problem-solving.

4. Increase Achievement for Underperforming Subgroups
The school will use disaggregated LEAP, interim, classroom assessment, and progress-monitoring data to identify scholars and subgroups who are performing below expectations in mathematics. Students will be placed in targeted intervention groups based on specific skill deficits rather than broad achievement levels. Interventions will address foundational computation skills, fractions, problem-solving, mathematical vocabulary, and the ability to apply mathematical concepts to multi-step and real-world problems. Teachers will maintain student data trackers and monitor progress frequently through common assessments, exit tickets, student work, and other formative measures. PLCs will review the effectiveness of

interventions and make timely adjustments to instructional strategies and student groupings.

Through these coordinated strategies, Forest Heights Academy of Excellence will create a consistent schoolwide system of rigorous Tier 1 mathematics instruction, targeted intervention, enrichment, and data-driven progress monitoring. The school will prioritize the Louisiana **Education Priority of Mathematics Achievement and High-Quality Instruction** by ensuring that all scholars have meaningful opportunities to develop conceptual understanding, mathematical reasoning, problem-solving skills, and the ability to successfully apply mathematics to complex and real-world situations. These efforts will support the school's goal of increasing Mathematics Mastery and Above from 60% to 64% by Spring 2027.

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***	***Evaluation***	***Funding Source*** *(Federal, state, and local*
Implement the RDW strategy (K–5) with a strong emphasis on writing within classroom instruction. Utilize the chunking method to break problems and texts into manageable parts to support student understanding and structured written responses.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers	Aug. 2026 - May 2027	Classroom walkthroughs to observe RDW implementation and chunking of texts and problems Lesson plan reviews to ensure intentional integration of writing and structured problem-solving Student work analysis (written responses, problem-solving tasks) to assess	Otus data, LEAP360 data, Biweekly Common Assessments/Task	Title I Schoolwide: $9,112.5 Title I Schoolwide: $700.0

			use of RDW and organization of thinking PLC discussions to review student outcomes and refine instructional strategies Coaching and feedback cycles to support consistent implementation		
Implement small group instruction based on identified student needs using data from Exit Tickets, CFAs, and/or benchmark assessments. Use this data to determine which students have mastered the skill ("Got It"), are approaching mastery ("Almost Got It"), or need additional support ("Not Yet"), and form targeted small groups accordingly.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers	Aug. 2026 - May 2027	Classroom walkthroughs to observe targeted small group instruction and flexible grouping Data reviews in PLC to ensure students are accurately grouped as *Got It, Almost Got It, Not Yet* Lesson plan reviews to verify intentional planning for differentiated	Otus data, LEAP360 data, Biweekly Common Assessments/Task	

			instruction Student work analysis to assess growth within each group PLC discussions to analyze data trends and adjust groups and strategies Coaching and feedback cycles to support effective differentiation		
Utilize headphones and scratch paper during Zearn to ensure students are able to focus, process their thinking, and work through problems effectively.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers	Aug. 2026 - May 2027	Classroom walkthroughs to ensure students are consistently using headphones and scratch paper during Zearn Student work checks (scratch paper) to verify problem-solving and thinking processes Usage data reviews to monitor student	Otus data, LEAP360 data, Biweekly Common Assessments/Task	

			progress and lesson completion in Zearn PLC discussions to address trends and improve implementation Coaching and feedback cycles to reinforce expectations and best practices		
Implement HQIM Math Curriculum: ● The school will utilize high-quality, standards-aligned instructional materials, including Eureka Math Squared (K -5) and Envision (HS) for mathematics. These curricula are selected for their strong alignment with state standards and proven effectiveness in supporting differentiated learning. Each resource provides a comprehensive range of materials catering to diverse learning needs, ensuring rigorous instruction is accessible to all students.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers	Aug. 2026 - May 2027	Classroom walkthroughs to ensure fidelity to curriculum and use of embedded instructional routines Lesson plan reviews to verify alignment to standards, pacing, and differentiation Student work analysis to assess rigor, problem-solving, and conceptual understanding	Otus data, LEAP360 data, Biweekly Common Assessments/Task	

			Assessment data reviews to monitor student progress and identify gaps PLC discussions to analyze trends and refine instructional practices Coaching and feedback cycles to support effective curriculum implementation		

CORE ACADEMICS - Science	**Tier 1 Resources:** Amplify Science

AMBITION

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

Science Focus Area	Based on the 2025 LEAP Science scores, third-grade scholars showed the greatest need in the areas of **investigation (38%)** and **scientific reasoning (31%)**. Since these assessed skills develop across grade levels, our instructional priority in K–3 will be to build a stronger foundation in these areas. Teachers will support this work by providing consistent opportunities for scholars to engage in investigations, make observations, analyze evidence, and justify their thinking using scientific reasoning..
Science SMART Goal:	The Science 37.4% Mastery and above will increase from 37.4% to 41.4% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.

Narrative

Describe schoolwide strategies that the school is implementing to:

a. Use methods and instructional strategies that strengthen the academic program in the school;
b. Increase the amount and quality of learning time;
c. Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
d. Include interventions and strategies to increase student achievement in underperforming subgroups.

Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.

Forest Heights Academy of Excellence will implement a schoolwide approach to strengthen science achievement by developing students' ability to investigate, analyze evidence, apply scientific reasoning, and communicate conclusions. Based on the 2025 LEAP Science data, third-grade scholars demonstrated the greatest needs in Investigation (38%) and Scientific Reasoning (31%). Because these skills develop progressively across grade levels, instruction in K–3 will intentionally build foundational scientific practices that prepare scholars for increasingly complex scientific

tasks. The school's goal is to increase Science Mastery and Above from 37.4% to 41.4% on the Spring 2027 LEAP assessment.

1. Strengthen the Academic Program through High-Quality Instructional Strategies
Teachers will provide standards-aligned, hands-on science instruction that emphasizes investigation and scientific reasoning rather than relying primarily on content recall. Students will regularly engage in the scientific process by asking questions, making observations, conducting investigations, collecting and analyzing data, developing explanations, and using evidence to support conclusions. Teachers will explicitly model how to interpret scientific information, analyze evidence, identify patterns, and justify claims using evidence and reasoning. PLCs will analyze LEAP, interim, classroom assessment, and student work data to identify misconceptions and determine instructional responses. Science instruction will also incorporate Louisiana Student Standards and Achievement Level Descriptors to ensure that students experience the rigor and level of questioning expected on LEAP.

2. Increase the Amount and Quality of Learning Time
The school will maximize science learning time by protecting the instructional minutes dedicated to science and embedding scientific reasoning across the curriculum. Teachers will use short investigations, science phenomena, data-analysis activities, writing opportunities, and inquiry-based tasks throughout the instructional week. Students will have frequent opportunities to practice investigation and reasoning skills rather than encountering them only during formal science lessons. Intervention and reteaching opportunities will be based on assessment data and will focus on identified gaps in scientific practices and content knowledge. Teachers will use formative assessments, exit tickets, performance tasks, and student work to monitor understanding and adjust instruction.

3. Provide an Enriched and Accelerated Curriculum for a Well-Rounded Education
Forest Heights Academy of Excellence will leverage its arts-integrated and STEAM-focused environment to provide engaging opportunities for students to apply science through authentic, interdisciplinary experiences. Students will participate in hands-on investigations, STEM/STEAM challenges, engineering design tasks, experiments, research, and real-world problem-solving activities. Students will be encouraged to ask questions, investigate phenomena, analyze data, create models, and communicate scientific conclusions through writing, discussion, visual representations, and artistic expression. Scholars demonstrating mastery will receive enrichment opportunities that require them to analyze more complex data, evaluate evidence, develop explanations, and defend conclusions using scientific reasoning.

4. Increase Achievement for Underperforming Subgroups
The school will use disaggregated LEAP, interim, classroom assessment, and progress-monitoring data to identify scholars and subgroups requiring additional support in science. Teachers will identify specific gaps in investigation, scientific reasoning, vocabulary, content knowledge, and the ability to interpret and use evidence. Targeted small-group instruction and intervention will provide additional opportunities for students to practice these skills using scaffolded investigations, visuals, models, academic vocabulary, and teacher-guided reasoning. PLCs will regularly review subgroup performance and intervention data to determine whether students are making progress and whether instructional strategies need to be adjusted. Students will receive timely feedback and opportunities to demonstrate growth through authentic science tasks and performance-based

assessments.

Through these coordinated strategies, Forest Heights Academy of Excellence will establish a schoolwide culture of inquiry, investigation, evidence-based reasoning, and scientific problem-solving. By strengthening these foundational skills beginning in the primary grades and providing increasingly rigorous opportunities across grade levels, the school will address identified achievement gaps and support the goal of increasing Science Mastery and Above from 37.4% to 41.4% by Spring 2027. This work directly supports the Louisiana Education Priority of High-Quality Instruction and Academic Achievement by preparing scholars to think critically, analyze evidence, communicate their reasoning, and apply scientific knowledge to real-world situations.

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*	*Evaluation*	*Funding Source (Federal, state, and local*
• **Amplify Science (Grades K–8)** ○ Implement Amplify Science as the core HQIM to support phenomena-based instruction and 3-dimensional learning. ○ Use Amplify's hands-on investigations, simulations, and embedded literacy strategies to deepen conceptual understanding. ○ Incorporate unit assessments and student interaction data to inform tiered workstations and targeted small-group instruction. ○ Integrate CRE writing tasks within Amplify's evidence-based argumentation routines.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers	Aug. 2026 - May 2027	Classroom walkthroughs to ensure fidelity to curriculum and use of embedded instructional routines Lesson plan reviews to verify alignment to standards, pacing, and differentiation Student work analysis to assess rigor, problem-solving,	Illuminate data, LEAP360 data, Biweekly Common Assessments/Task	Title I Schoolwide: $9,112.5 Title I Schoolwide: $700.0
• **Structured Teacher Collaboration &**	Principal Assistant Principal	Aug. 2026 - May 2027		Illuminate data, LEAP360 data,	

Job-Embedded Learning ○ Facilitate weekly grade-level/content meetings with instructional coaches. ○ Analyze student data, compare work samples, co-create CFAs, and annotate lessons for coherence and rigor. ○ Use collaborative protocols to strengthen alignment and instructional consistency across classrooms.	Instructional Leadership Team, Classroom Teachers		and conceptual understanding Assessment data reviews to monitor student progress and identify gaps PLC discussions to analyze trends and refine instructional practices Coaching and feedback cycles to support effective curriculum implementation	Biweekly Common Assessments/Task	
● **Embedded CER Writing in Science Instruction** ○ Integrate the Claim–Evidence-Reasoning (CER) strategy into daily science learning experiences. ○ Score constructed responses with LEAP-aligned rubrics to guide feedback cycles. ○ Model exemplar responses and deliver mini-lessons on scientific argumentation.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers	Aug. 2026 - May 2027		Illuminate data, LEAP360 data, Biweekly Common Assessments/Task	

CORE ACADEMICS - Social Studies	**Tier 1 Resources:** Gallopade

AMBITION

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

Social Studies Focus Area	Based on LEAP 2025 results, 4th and 5th grade scholars showed a need in **examining sources and expressing claims (22%)**. Because these skills develop across grade levels, our K–3 focus will be on building a strong foundation in source analysis and claim development. Teachers will provide regular opportunities for scholars to examine various sources (maps, charts, images, texts) and develop claims (DBQ) supported by evidence through structured discussion and writing.
Social Studies SMART Goal:	The Social Studies 36.8% Mastery and above will increase from 36.8% to 40.8% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.

Narrative

Describe schoolwide strategies that the school is implementing to:

a. Use methods and instructional strategies that strengthen the academic program in the school;
b. Increase the amount and quality of learning time;
c. Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
d. Include interventions and strategies to increase student achievement in underperforming subgroups.

Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.

Forest Heights Academy of Excellence will implement a schoolwide approach to strengthen Social Studies achievement by developing scholars' ability to examine sources, analyze evidence, develop claims, and support their thinking through discussion and writing. Based on the 2025 LEAP

Social Studies results, 4th- and 5th-grade scholars demonstrated a significant need in Examining Sources and Expressing Claims (22%). Because these skills develop progressively across grade levels, instruction in K–3 will intentionally build foundational skills in source analysis, evidence use, and claim development. The school's goal is to increase Social Studies Mastery and Above from 36.8% to 40.8% on the Spring 2027 LEAP assessment.

1. Strengthen the Academic Program through High-Quality Instructional Strategies
Teachers will provide standards-aligned Social Studies instruction that emphasizes analysis, reasoning, and evidence rather than content recall alone. Students will regularly examine a variety of primary and secondary sources, including maps, charts, photographs, political cartoons, timelines, informational texts, and other historical documents. Teachers will explicitly model how to identify relevant information, determine the purpose and perspective of a source, analyze evidence, and develop claims supported by evidence. Students will engage in structured discussions, document-based questions (DBQs), and evidence-based writing aligned to Louisiana Student Standards and Achievement Level Descriptors. PLCs will analyze LEAP, interim, classroom assessment, and student work data to identify misconceptions and determine instructional next steps.

2. Increase the Amount and Quality of Learning Time
The school will maximize Social Studies learning time by embedding source analysis, evidence-based reasoning, and claim development across the instructional day and across content areas. Teachers will incorporate brief source-analysis activities, map and chart interpretation, historical discussions, and evidence-based writing opportunities on a regular basis. Literacy instruction will reinforce Social Studies by providing opportunities for scholars to read complex informational texts, determine meaning from context, cite evidence, and construct written responses. Targeted reteaching and intervention will provide additional practice for scholars who demonstrate gaps in source analysis, vocabulary, comprehension, or written expression.

3. Provide an Enriched and Accelerated Curriculum for a Well-Rounded Education
Forest Heights Academy of Excellence will leverage its arts-integrated magnet program to provide authentic and engaging Social Studies experiences. Scholars will use primary sources, historical artifacts, visual media, research, simulations, debates, projects, and performance-based tasks to deepen their understanding of historical and civic concepts. Students will have opportunities to connect Social Studies with literacy, visual arts, creative writing, and other content areas. Scholars demonstrating mastery will engage in more complex source sets, DBQs, research activities, and tasks requiring them to compare sources, evaluate evidence, consider multiple perspectives, and defend claims.

4. Increase Achievement for Underperforming Subgroups
The school will use disaggregated LEAP, interim, classroom assessment, and progress-monitoring data to identify scholars and subgroups requiring additional support in Social Studies. Teachers will identify specific gaps in source analysis, vocabulary, comprehension, evidence selection, and claim development. Targeted small-group instruction will provide scaffolded opportunities for scholars to analyze sources, identify relevant evidence, construct claims, and explain their reasoning. Sentence stems, graphic organizers, annotated sources, vocabulary supports, and teacher modeling will be used to provide appropriate scaffolds while maintaining grade-level rigor. PLCs will regularly review subgroup performance and intervention data to determine whether students are making progress and adjust instructional strategies and student groupings as

needed.

Through these coordinated strategies, Forest Heights Academy of Excellence will establish a schoolwide culture of inquiry, source analysis, evidence-based reasoning, and effective communication. By intentionally developing these skills beginning in the primary grades and providing increasingly rigorous opportunities across grade levels, the school will address identified achievement gaps and support the goal of increasing Social Studies Mastery and Above from 36.8% to 40.8% by Spring 2027. This work directly supports the Louisiana Education Priority of High-Quality Instruction and Academic Achievement by preparing scholars to examine sources critically, use evidence effectively, develop well-supported claims, and communicate their understanding of historical and civic concepts

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***	***Evaluation***	***Funding Source*** *(Federal, state, and local*
The school will utilize high-quality, standards-aligned instructional materials, including **Gallopade (K-5th)** for social studies. • These curricula are selected for their strong alignment with state standards and proven effectiveness in supporting differentiated learning. Each resource provides a comprehensive range of materials catering to diverse learning needs and extension tasks, ensuring rigorous instruction is accessible to all students. Additionally, they are aligned to the formatting of the LEAP 2025.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers	Aug. 2026 - May 2027	Classroom walkthroughs to ensure materials are used with fidelity and aligned to standards Lesson plan reviews to verify alignment to curriculum pacing and LEAP 2025 expectations Student work analysis to ensure tasks reflect rigor, differentiation, and use of	Otus data, LEAP360 data, Biweekly Common Assessments/Task	Title I Schoolwide: $9,112.5 Title I Schoolwide: $700.0

			curriculum resources PLC discussions to review implementation, share strategies, and address gaps Coaching and feedback cycles to support teachers in maximizing curriculum effectiveness		
The school will implement the embedded instructional routines that are embedded in the curriculum ○ Gallopade (K-5th) - Example - Curated content boards, Big Question Evidence Collector, Expertracks. ○ Foundations of Freedom - vocabulary, questioning (literal, analytical, and inferential), scaffolded supports, sourcing, and DBQs.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers	Aug. 2026 - May 2027	Classroom walkthroughs with a focus on routine implementation Review of student work samples (evidence collectors, DBQs, written responses) PLC discussions to analyze trends and adjust instruction Teacher feedback	Otus data, LEAP360 data, Biweekly Common Assessments/Task	

			and coaching cycles to ensure fidelity		
The school will implement Weekly DBQ Experiences in grades 2-5 ● Teachers will implement at least one DBQ-style task per week using images, short texts, maps, or artifacts. ● Scholars will engage with 2–3 sources and respond to a guiding question. In Kindergarten and 1st grade, DBQ instruction will focus on building foundational investigation and reasoning skills through oral language, visuals, and supported writing. ● Scholars will use sentence stems (I see…, I think…, because…) during turn-and-talks and whole group discussions. ● Students will draw to show understanding of a source, including key details. ● Scholars will label evidence in their drawings using words, sounds, or teacher support. ● Teachers will model and support simple reasoning (e.g., I think this is a farm because I see animals).	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers	Aug. 2026 - May 2027	Collect and review monthly DBQ student work samples during PLC meetings Use a simple rubric to assess: Use of evidence, accuracy of claim, and quality of reasoning Track growth in student responses over time	Otus data, LEAP360 data, Biweekly Common Assessments/Task	

Non-CORE Academics	**Resources:**

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***	***Evaluation***	***Funding Source*** *(Federal, state, and local)*
• 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.	School Principal, Assistant Principal, Instructional Leadership Team, Arts Teachers, All K-5th-grade classroom teachers, Ancillary Teachers	Aug. 2026 - May 2027	Schedules reflecting 30-minute class periods Lesson plan submissions Parent sign-in sheets for activities Documentation of productions (programs, student participation, etc.) Skill development checklists		Title I PFE: $530.40 Title I Schoolwide: $700.0
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 acquisition of locomotor, non-locomotor, and manipulative skills. o 3rd - 5th grade classes will focus on an increase in the difficulty of movement	School Principal, Assistant Principal, Instructional Leadership Team, Physical Education Teacher	Aug. 2026 - May 2027			

challenges presented to students in the form of combining movement patterns that are authentic to game situations.					

Student Subgroups and Student Attendance

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Evaluation*	*Funding Source (Federal, state, and local)*
The school will provide additional academic support opportunities for identified student subgroups through tutoring, intervention blocks, or extended learning opportunities during or after school.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers	Aug. 2026 - May 2027	Track identified students and baseline data Monitor progress every 2–4 weeks using assessments and grades Review attendance and participation in supports Meet regularly to analyze data and adjust interventions Measure success by improved performance and skill mastery		Title I Schoolwide: $7,000.00
Teachers will provide targeted small-group instruction for identified student subgroups based on academic data. Instruction will focus on addressing skill gaps in core areas using differentiated strategies and supports.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers	Aug. 2026 - May 2027	Identify student groups based on academic data and skill gaps		Title I Schoolwide: $9,112.50

			Monitor progress every 2–4 weeks using formative assessments and classwork Observe small-group instruction for alignment and differentiation Adjust groups and strategies based on student progress Measure success by improved skills and overall academic performance		
The school will implement a monthly attendance recognition program to encourage consistent attendance. Students with perfect attendance or improved attendance will be recognized through certificates, morning announcements, classroom celebrations, or school-wide incentives such as extra recess, small prizes, or recognition boards.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers, School Secretary, School Clerk	Aug. 2026 - May 2027	Track monthly attendance data for all students and identified subgroups Monitor participation in recognition activities and incentives Review trends in attendance rates and		

			improvements each month Gather feedback from students and teachers on the program's effectiveness Measure success by increased attendance rates and reduced absenteeism		

Student Opportunities - High Schools ONLY

Provide improvement strategies that the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary students' access to course work to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access.)	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Evaluation*	*Funding Source (Federal, state, and local)*

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

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Evaluation*	*Funding Source (Federal, state, and local*
Teachers will participate in professional development focused on understanding and applying the Louisiana Educator Rubric. During training sessions, teachers and administrators will review the rubric indicators and discuss what effective instruction looks like at each performance level. During PLC meetings, teachers will reflect on their own instruction using the rubric and identify areas for growth. Teachers will connect rubric indicators to lesson planning, questioning strategies, student engagement, and monitoring for understanding. Administrators and instructional coaches will conduct classroom observations and provide feedback aligned to specific rubric indicators.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers, Arts Teachers, Ancillary Teachers	Aug. 2026 - May 2027	Track teacher participation in professional development and PLC meetings Monitor lesson plans and instruction for alignment to rubric indicators Conduct regular observations with feedback tied to the rubric Collect teacher reflections on growth and application of strategies	Increase the percentage of teachers demonstrating effective instructional practices aligned to the Louisiana Educator Rubric. Review observation data and teacher reflections at least quarterly to determine growth and identify additional professional development needs.	Title I Schoolwide: $11,200.00
Teachers will participate in professional development focused on implementing arts integration as an instructional strategy by embedding visual arts, music, movement, or drama into core content lessons to deepen student understanding and engagement. Teachers will design standards-based lessons that connect academic skills with creative expression (e.g., using drawing to model concepts, role-play for comprehension, or music	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers, Arts Teachers	Aug. 2026 - May 2027		Increase the number of classrooms consistently implementing standards-based arts integration strategies. Review	

for content retention).				lesson plans, observation data, student work, and student engagement evidence quarterly to determine the impact on instructional engagement and academic understanding.	
Teachers will participate in professional development focused on integrating digital tools and resources into instruction to enhance engagement, personalize learning, and provide immediate feedback. This supports improved student achievement and skill development.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers, Arts Teachers	Aug. 2026 - May 2027		Increase the effective and purposeful use of digital tools to support differentiated instruction, student engagement, and academic achievement. Review technology integration and student performance data quarterly to determine effectiveness and identify areas for additional support.	
Teachers will receive professional development on implementing small-group instruction and differentiated teaching strategies to meet the needs of diverse learners. Teachers will use student data to form instructional groups and provide targeted support to address specific skill gaps.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers, Arts Teachers	Aug. 2026 - May 2027	Track teacher participation in professional development Review the use of	Increase the percentage of students demonstrating measurable growth in identified skill	

			student data to form small groups Monitor small-group instruction through observations and lesson plans Assess student progress every 2–4 weeks	areas through targeted small-group instruction and differentiated support. Review DIBELS, i-Ready, classroom assessment, and LEAP-related data to evaluate student growth and adjust instructional groups and interventions as needed	

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.
Forest Heights Academy of Excellence will implement a comprehensive system of student well-being support designed to address the social, emotional, behavioral, and academic needs identified through the Comprehensive Needs Assessment. Schoolwide strategies will include small-group counseling, individual counseling, social worker services, mentoring, and targeted social-emotional skill development. These supports will focus on goal setting, self-regulation, positive decision-making, relationship building, conflict resolution, attendance, behavior, and academic motivation. The school will use student academic, behavioral, attendance, and counseling data to identify students requiring additional support, monitor progress, and adjust interventions. These efforts will strengthen students' social-emotional skills, increase engagement and readiness to learn, reduce barriers to academic success, and support Louisiana Education Priorities related to student achievement, whole-child development, and equitable access to support services.

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	***Person(s) Responsible***	***Timeline***	***Progress Monitoring***	***Evaluation***	***Funding Source*** *(Federal, state, and local*
Small group counseling sessions provide targeted support through goal setting, skill-building, and guided discussions, helping students improve behavior, focus, and overall performance.	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers, Arts Teachers	Aug. 2026 - May 2027	Regular check-ins, student goal tracking, and reviewing academic and behavioral data to assess growth and	Quarterly reviews of behavior, attendance, academics, and social-emotional goals will guide adjustments.	

			adjust support as needed		
One-on-one Counseling Sessions provide individualized support through goal setting, skill-building, and targeted interventions to address each student's specific academic, social, and emotional needs.		Aug. 2026 - May 2027	Individual goal tracking, regular check-ins, and review of academic and behavioral data to ensure growth and adjust support as needed	Progress will be evaluated through goal attainment, behavior, attendance, academic performance, and counselor documentation.	
Individual session conducted by a social worker, targeted, student-centered interventions focused on addressing specific social, emotional, and behavioral needs through goal setting, skill-building, and personalized support strategies.		Aug. 2026 - May 2027	Regular session notes, goal tracking, and review of behavioral and academic data to assess growth and adjust interventions as needed	Progress will be evaluated through goal attainment, behavior, attendance, engagement, and academic performance.	

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	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- 3rd grade 3:00-3:15; 4th grade & 5th grade 3:15-3:25).
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	**T**	By the end of August, all students will take the pretest in rethinkEd.

	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 support staff in practicing staff care.		By the second week of school we will begin the scope and sequence for SEL instruction.
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 2026 -2027 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 2026-2027 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 Squared, Amplify, & Gallopade ● Instructional Strategies and Differentiated Instruction ○ Instructional Strategies (RDW, RACE, IBC, etc.) ○ Small groups	● PBIS- School-Wide Behavior Expectations ● Student of the Month ● SEL lessons daily for 20 minutes. ● ICARE prevention lessons ● School Counselor sessions

○ Cooperative Learning	
Tier II	
● Using Small group instructional sessions ● Scheduled intervention times ● Learning strategies to address all learners	● Mentoring with the admin team ● 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, raise a hand to be addressed, use an inside voice	Be on time; be ready to learn; give your best each day	Always walk, use 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

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.
Forest Heights Academy of Excellence engaged families and parent leaders through parent meetings, surveys, conferences, and discussions of student achievement data, including DIBELS, i-Ready, and LEAP results. Families, including parents of students with disabilities and English Learners, were provided opportunities to better understand curriculum, assessments, and student progress and to provide feedback on schoolwide needs. Parent input helped Forest Heights strengthen the schoolwide plan by increasing family communication, academic intervention, student support, and opportunities for families to understand and support student achievement at home.

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	***Person(s) Responsible***	***Timeline***	***Progress Monitoring***	***Evaluation***	***Funding Source*** *(Federal, state, and local*
• 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	Principal Assistant Principal Instructional Leadership Team, Classroom Teachers, Arts Teachers	Aug. 2026 - May 2027	Event documentation (agendas, sign-ins, materials) Monthly communication logs (newsletters, social media, folders) Records of parent	Review participation and parent feedback through surveys to determine the effectiveness of family engagement activities.	Title I PFE: $1,326.00 Title I Schoolwide: $250.00

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 to inform parents of grade-level math to inform parents of grade-level math expectations/strategies and provide parents with at-home strategies to use with their children			notifications on student progress Attendance data for events Parent feedback/surveys		

How are you going to communicate with parents about the MTSS plan? How are you working with students this year? How are you going to increase parental involvement in MTSS?

MTSS Plan Overview	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 who are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	***Person(s) Responsible***	***Timeline***	***Progress Monitoring***	***Evaluation***	***Funding Source*** ***(Federal, state, and local***
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.	School Principal, Instructional Leadership Team, Classroom Teachers, Magnet Site Coordinator, District Level Instructional Support Staff	August 2026-May 2027	Job fair participation logs and recruitment records Documentation of follow-up recruitment activities Staffing updates and vacancy tracking Monthly PD agendas, sign-in sheets, and materials PD feedback and implementation evidence	Monitor staffing vacancies and recruitment efforts to ensure positions are filled with qualified staff.	Title I Schoolwide: $250.00
There will be monthly Professional Development opportunities initiated and facilitated by both campus personnel and district support.	School Principal, Assistant Principal, Magnet Site Coordinator, Instructional Leadership Team, District Instructional Leaders	August 2026-May 2027		Evaluate PD effectiveness through teacher implementation, observation data, and student achievement results.	

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

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	***Person(s) Responsible***	***Timeline***	***Progress Monitoring***	***Evaluation***	***Funding Source*** *(Federal, state, and local*
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.	School Principal, Assistant Principal, Magnet Site Coordinator, Instructional Leadership Team, District Level Department Leaders	August 2026-May 2027	Documentation of parent communications (flyers, letters, meeting notices) Sign-in sheets and materials from Kindergarten and middle school workshops Attendance records for tours, assemblies, and transition events Collaboration logs with middle schools	Evaluate parent and student feedback and participation to determine transition readiness.	Title I PFE: $1,326.00
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.	School Principal, Assistant Principal, Magnet Site Coordinator, Instructional Leadership Team, District Level Department Leaders	August 2026-May 2027		Review participation and feedback to determine families' understanding of Kindergarten expectations.	
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 Department Leaders	August 2026-May 2027		Evaluate participation and feedback to determine student readiness for middle school.	

			Parent and student feedback surveys on transition readiness		