



**East Baton Rouge Parish School System
Schoolwide Plan
Wildwood Elementary School**

PreK - 5

444 Halfway Tree Road
Michael Butler, Principal
225-766-6002

mbutler6@ebrschools.org
wildwoodebr.org

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
	Michael Butler	Principal	
	Kim Gordon	Assistant Principal	
	Abadie, Rachel	PARA	
	Aguirre Odgen, Gina	Classroom Teacher	
	Alex, Tariah	Classroom Teacher	
	Banks, Juliz	Classroom Teacher	
	Besse, Christopher	Classroom Teacher	
	Borne, Michelle	Classroom Teacher	
	Bragg, Diamond	PARA	
	Brashier, Cynthia	Clerk	
	Bunch, Lauren	Classroom Teacher	
	Buratt, Felice	SPED Teacher	
	Burdis, Keela	Librarian	
	Carrier, Destiny	Classroom Teacher	
	Cisneros, Phyllis	Classroom Teacher	
	Dolbee-Liotta, Gabrielle	SPED Teacher	
	Green, Anissia	Administrative Secretary	
	Gutierrez, Lourdes	Classroom Teacher	
	Hall, Caroline	Classroom Teacher	
	Harris, Linda	PARA	

School Name – Schoolwide Plan 2026-2027

	Hebert, Leah	Classroom Teacher	
	Hicks, Keeda	Classroom Teacher	
	Hoke, Michelle	Classroom Teacher	
	Holiday, Winnora	PARA	
	Hollins, Kathleen	PARA	
	Honore, Stacy	Classroom Teacher	
	Hsu, Katherine	Classroom Teacher	
	James, Kimberly	SPED Teacher	
	Johnson, Ainya	PARA	
	Jones, Shelis	Classroom Teacher	
	Lanehart, Layla	Classroom Teacher	
	Lano, Mariana	Gifted Art Teacher	
	Meyers, Allison	Classroom Teacher	
	Miller, Korey	SPED Teacher	
	Moore, Joyce	Classroom Teacher	
	Moten, Tremaine	Classroom Teacher	
	Nguyen, Thu	Classroom Teacher	
	Paul, Jarneisha	PARA	
	Powers, Stephani	PARA	
	Root, Sarah	Classroom Teacher	
	Schexnayder, Alyssa	Gifted Coordinator	
	Seay, Madeline	Classroom Teacher	
	Sheppard, Demetria	TOR Monitor	
	Simon, Peter	Gifted Music	
	Spain-Braggs, Pamela	SPED Teacher	

	Stewart, Kendall	Classroom Teacher	
	Thomas, Kimberly	PARA	
	Trusclair, Joyce	Counselor	
	Turner, Votika	PARA	
	Van Purnell, Elijah	PARA	
	Vonkurnatowski, Whittier	PARA	
	Whitfield, Cheryl	Classroom Teacher	

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

Cultivating excellence through community, culture, care and high expectations for all.

School's Vision

At Wildwood, we embrace the diversity of our students. Through an effective combination of high-quality instruction, caring staff, community involvement and positive school culture, every student will leave 5th grade meeting grade-level expectations and striving for academic excellence in all subject areas. Specifically, every student will have the ability to read grade level text with fluency and comprehension, as well as use various math strategies to solve grade level math problems.

Data Types

The types of data in the table should make up the Data Portfolio housed at the school.

	Data Types			
Stakeholder	Cognitive	Attitudinal	Behavioral	Archival/Contextual
<i>Administrators</i>		- Administrator Questionnaires - Administrator Interviews		Demographics
<i>Teachers</i>		- Teacher Focus Groups - Teacher Surveys - Teacher Interviews	- Classroom Observations - Walkthroughs - Attendance Rate	Demographics
<i>Students</i>	- LEAP 2025 - ACT - DIBELS - DRA - Benchmark Assessments - STAR - SRI - LEAP 360	- Student Surveys - Student Focus Groups - Student Interviews	- Classroom Observations - Walkthroughs - Discipline Rates - Attendance Rates	- School Report Cards - Demographics - Subgroup Components - Tableau Reports - Climate Surveys
<i>Parents</i>		- Parent Surveys - Parent Focus Groups - Parent Interviews	Attendance Rates (school participation)	Demographics

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
439	207	46	48	129	67	315	17	89	10
Percentage	47.2%	10.5%	10.9%	29.4%	15%	71.8%	3.9%	20.3%	2.3%

School Performance Score

2025-2026 Simulated SPS Score and Letter Grade	80.6 B
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Pre-Kindergarten EOY Data (delete if not needed)							
TS GOLD Measure	Skill Objective	% Below Expectations		% Meeting Expectations		% Exceeding Expectations	
		2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
	Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition.	3%		82%		15%	
	Objective 16 Demonstrates knowledge of the alphabet	0%		56%		44%	
	Objective 17 Demonstrates knowledge of print and its uses.	0%		100%		0%	
	Objective 18 Comprehends and responds to books and other texts	0%		100%		0%	
	Objective 19 Demonstrates writing skills	0%		74%		26%	
	Objective 20 Uses number concepts and operations	28%		49%		23%	

K-3 Literacy EOY Data (in %) (delete if not needed)									
DIBELS	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
	Grade K	52%		10%		10%		28%	
	Grade 1	20%		8%		26%		46%	
	Grade 2	34%		8%		34%		24%	
	Grade 3	24%		11%		15%		50%	

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
Grade K	0%		35%		65%	
Grade 1	35%		53%		12%	
Grade 2	29%		69%		29%	
Grade 3	6%		69%		25%	
Grade 4	20%		40%		40%	
Grade 5	18%		45%		36%	

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
0.0%		6.1%		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	2024-2025 LEAP Assessment Data
2.	Math	2024-2025 LEAP Assessment Data
3.	ELPT Assessment	2024-2025 ELPT Assessment Data

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): LEAP360, LEXIA, STAR Assessment	
Data Type: 1. LEAP 360 2. Lexia 3. STARR Assessment	Findings 1. Students showed strengths in Vocabulary, Reading Literature and Reading Informational Text. 2. 31% of students started on Grade Level Material, now 40% of students are working on Grade Level Material and 18% of students are working on Above Grade Level Material. 3. Student average scaled score changed 47 points over the 2024-25 School Year.

Contributing Factor:	
Instrument(s): LEAP 360, Zearn, EBR Unit Assessments	
Data Type: 1. LEAP 360 2. Zearn 3. EBR Benchmark Assessments	Findings 1. Students showed strengths in the areas of knowledge of major content and additional and supporting content. 2. Students showed growth by progressing steadily through their assigned lessons. The school won the 2026 school district Zearn challenge. 3. Students showed strength in the area of and expressing mathematical reasoning.

Contributing Factor:	
Instrument(s): ELPT exam, Lexia Reports	

Data Type: 1. ELPT Reading EOY (4-5) 2. ELPT Reading EOY (2-3) 3. Lexia	Findings 1. 39% of 4th-5th grade students scored Mastery or Advanced on the ELPT Reading EOY Benchmark. 2. 56% of 2nd-3rd grade students scored Mastery or Advanced on the ELPT Reading EOY Benchmark. 3. 31% of students started on Grade Level Material, now 40% of students are working on Grade Level Material and 18% of students are working on Above Grade Level Material.
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Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	Writing, written expression	LEAP360, LEAP 2025, Amplify, Wit and Wisdom, Gallopade
2.	Citing evidence	Amplify, LEAP360, LEAP 2025, Wit and Wisdom, Gallopade
3.	K/1 DIBELS	DIBELS, Progress Monitoring, Heggerty, Teacher Collaboration

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): LEAP360, LEAP 2025, Amplify, Wit and Wisdom	
Data Type: 1. Constructive Responses 2. Citing textual evidence 3. Types of Writing	Findings 1. Students perform poorly on assessments that require a constructive response. Data may not be cited when needed or cited when not needed. 2. Students perform poorly on assessments and assignments that require students to find and cite evidence, providing supporting facts. 3. Students confuse the different types of writing, using strategies and styles not associated with that style (citing evidence for a narrative writing assignment).

Contributing Factor:
Instrument(s): LEAP360, LEAP 2025, Amplify, Wit and Wisdom, Gallopade

Data Type: 1. Annotating 2. Citing Textual Evidence 3. Multi-Part Questions	Findings 1. Students perform poorly on assessments and assignments that require students to find and identify supporting facts. The students have trouble narrowing the annotation to the most important information. 2. Much like annotating, students have issues identifying the pertinent facts in the writings and choosing accurate facts to support their claim. 3. Students get ‘lost’ or confused when there are multi-part questions, often answering the first part of the question, but not the remaining questions. Or, the students lose their focus and provide an answer for the later questions that is not on topic.
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Contributing Factor:	
Instrument(s): DIBELS, Amplify	
Data Type: 1. Amplify 2. Amplify 3. K-1 (ELA Phonics Curriculum)	Findings 1. Teachers are using Progress Monitoring tools provided by Amplify, but students are not making intended progress in all measures. Students need more systematic phonics instruction and targeted interventions. 2. Citing and using textual evidence as required. 3. Data from ELA Curriculum (Phonics) shows students are behind in grade level phonics instruction. Ensuring that Heggerty instruction (10 - 15 minutes) is being used with fidelity.

Schoolwide Goals

Overall Goal: By the end of the 2026-2027 school year, Wildwood Elementary SPS will increase from 53.6 to 53.7 as measured by Louisiana’s Accountability System.

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	60.5		Math	50.8		Graduation Rate		
English	58.9		English	57.3		Read based on a nationally		

						recognized exam		
Math growth for the lowest 25% of students	60.7		Science	36.4		Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students	60.7		Social Studies	36.4				
English Language Acquisition (ELL)	61.9							

CORE ACADEMICS - ELA	Tier 1 Resources: HQIM adopted materials, iReady, Amira
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
ELA Focus Area	Students need improvement in writing with text based evidence as well as narrative prompts based on a text.

DIBELS Focus Area	Students need a strong implementation of Tier 1 Phonics Curriculum as well as Heggerty to improve Phonemic Awareness and Phonics skills to successfully read and decode.
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from 59% (2024-25) to 64% on the Spring 2027 DIBELS EOY Assessment for the 2026-2027 school year.
ELA SMART Goal:	The ELA % Mastery and above will increase from 58.9% (2024-25) to 63.9% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i> At Wildwood Elementary, we implement research-based instructional strategies to strengthen our academic program. Teachers utilize High Quality Instructional Materials aligned to state standards to ensure rigorous and standards-based instruction. Through the use of PLCs and formative assessments in HQIM, teachers analyze student performance data to inform instructional decisions and adjust lessons to meet student needs. Professional development is provided in high quality planning to meet the rigor of HQIM and incorporate the Science of Reading through whole and small group instruction to ensure instructional consistency and effectiveness. Additionally, administrators conduct instructional walkthroughs to support high-quality teaching and learning across all grade levels. To increase both the amount and quality of learning time, Wildwood provides a dedicated intervention block from 8:30-9, as well as digital tutoring intervention programs, reading buddies, LEAP tutoring, and interventions within the core curriculum block. Students receive targeted support during intervention time and small group instruction ensuring that instruction is personalized and responsive to academic needs. Teachers maximize instructional time by implementing bell-to-bell instruction, structured routines, engagement strategies like Houses where students earn points for academic gains, and minimizing transitions. Additionally, enrichment and remediation opportunities are embedded within	

the master schedule to ensure all students receive appropriate levels of support and challenge.

To provide High Quality Instructional Materials, Wildwood offers English Language Learner Services, Special Education Services, Gifted Resource Services, Self-Contained Gifted Classes and Talented Art, Music and Theatre Instruction. Students are also offered promoting both academic excellence and student engagement. Cross-curricular projects and real-world applications further deepen student understanding and critical thinking skills.

To address the needs of underperforming subgroups, Wildwood implements targeted interventions based on disaggregated data. Identified students receive Individual Academic Support Plans which provide students with just in time intervention in ELA based on DIBELS (K-3) and LEAP 2025 Assessment Data.

The school monitors progress through progress monitoring tools, benchmark assessments, CFA assessments, and teacher observational data to ensure interventions are effective and adjusted as needed. Family engagement strategies such as Schoolwide Class Dojo, Family Literacy Night, Family Engagement Activities further support student success.

Additionally, staff members participate in professional learning focused on the science of reading and collaborative planning to support High Quality Instructional Materials to ensure equitable access to high-quality instruction for all students.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Improve teachers' and students' understanding of the writer's expectations. • Writers Checklist • Writing Rubrics • Chunking the Writing Process • LDOE Writing Rubric	Teachers District PD	August- May	Lesson plans, classroom observations	Benchmark exams, classwork, exit tickets.	
Incorporate academic vocabulary-building techniques through morphological analysis and contextual learning.	Teachers District PD	August- May	Lesson plans, classroom observations	Benchmark exams, classwork, exit	

				tickets.	
Use LDOE rubric to structure and organize thoughts about the text, guiding the development of a well-crafted written response.	Teachers	August-May	Lesson plans, classroom observations	Benchmark exams, classwork, exit tickets.	
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.	Administration Teachers	August-May	Lesson plans, classroom observations	Benchmark exams, classwork, exit tickets.	
The school will offer and supplement district Professional Development opportunities to support teachers in implementation of HQIM.	Administration, District PD	August-May	Lesson plans, classroom observations	Benchmark exams, classwork, exit tickets.	
The school will implement collaboration for ELA teachers to work with new HQIM materials and write lesson plans.	Administration	August-May	Lesson plans, classroom observations	Benchmark exams, classwork, exit tickets.	

CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka Math ² , Zearn
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Math Focus Area	Students will improve in multiple step problems, word problems, and provide complete explanations of their work.
Math SMART Goal:	The Mathematics % Mastery and above will increase from 50.8% (2024-25) to 55.8% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
Our school is committed to strengthening the academic program through the implementation of evidence-based instructional strategies and data-driven decision making. We are implementing Eureka Math Squared to ensure rigorous, standards-aligned instruction across all grade levels. Teachers participate in weekly collaborative planning, which supports improved student engagement and mastery of academic standards. Additionally, we use Benchmark Assessments and CFAs to monitor student progress and adjust instruction based on identified needs.	

To increase both the amount and quality of learning time, the school has implemented after-school tutoring, intervention blocks, and Zearn to reinforce grade level skills. We have also redesigned the master schedule to include a targeted intervention block, allowing targeted instruction and acceleration, and a weekly vertical Professional Learning Community. Teachers maximize instructional minutes by utilizing bell-to-bell instruction and structured routines ensuring that learning time is purposeful and effective.

To provide an enriched and accelerated curriculum, our school offers after school tutoring and acceleration in gifted classes. We integrate Zearn to promote critical thinking and deeper learning experiences. Students will utilize a Zearn notebook to track instructional progress and so students can use the record to help with interventions.

To address the needs of underperforming subgroups, the school implements targeted interventions such as small-group interventions, high-dosage tutoring, mentoring programs, and specialized support. ESS Teachers and the ESL Teacher and para help teachers to differentiate instruction to meet the needs of all learners. To address the needs of underperforming subgroups, Wildwood implements targeted interventions based on disaggregated data. Identified students receive Individual Academic Support Plans which provide students with just in time intervention in ELA based on Numeracy and LEAP 2025 Assessment Data. Data from benchmark assessments and CFAs are analyzed regularly to identify achievement gaps and inform instructional planning. Teachers collaborate in PLCs and data teams to design and monitor intervention plans.

Through these comprehensive schoolwide strategies, we remain committed to increasing student achievement and ensuring that every student receives high-quality instruction and opportunities to succeed.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Implement small group instruction based on identified student needs using data from Exit Ticket audits, 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.	Teacher	August-May	Lesson plans, classroom observations	Benchmark exams, classwork, exit tickets.	

Utilize headphones and notebooks during Zearn to ensure students are able to focus, process their thinking, and work through problems effectively.	Teacher	August-May	Lesson plans, classroom observations	Benchmark exams, classwork, exit tickets.	
The school will utilize high-quality, standards-aligned instructional materials, Eureka Math Squared (k -5) for mathematics. This curriculum was selected for its strong alignment with state standards and proven effectiveness in supporting differentiated learning. This resource provides a comprehensive range of materials catering to diverse learning needs, ensuring rigorous instruction is accessible to all students.	Teacher	August-May	Lesson plans, classroom observations	Benchmark exams, classwork, exit tickets.	
The school will implement the embedded instructional routines that are embedded in the curriculum ○ Eureka Math Squared Ex: Math Chat, Take a stand, which one doesn't belong?	Teacher	August-May	Lesson plans, classroom observations	Benchmark exams, classwork, exit tickets.	

CORE ACADEMICS - Science	Tier 1 Resources: Amplify
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Science Focus Area	Students need small group and project based type activities/ instruction to continue growth on their individual level. Teachers need to target student gaps to move students to the next achievement band.
Science SMART Goal:	The percentage of students earning mastery and advanced will increase from 36.4% in 2025-2026, to 40.0% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
Wildwood Elementary uses the adopted HQIM Amplify with fidelity. Students participate in hands-on science activities to deepen learning. Students in grades 3-5 are identified at the beginning of the school year for needs, based on the LEAP 2025 assessment. To increase the amount of learning time, Wildwood will experiment with an A/B schedule for their science classes. This will allow each class to have either 60 or 90 minutes of instruction each day, which provides an opportunity for the teachers to delve deeper into the curriculum. The longer periods also allow for more involved hands-on activities, such as experiments, whereas a 45 minute period does not provide the ample time needed.	

The school will work with the community to bring in professionals from the community to speak to the students in their area of expertise. For example, during a unit on weather, a local meteorologist will be invited to speak to the students in that grade level about their job and how they forecast the weather.

For underperforming students, review and reinforcement activities will be given to the students through the Amplify platform. These activities will be specific to the current content the student may be struggling with. For subgroups, the ESL and ESS teachers can use the Amplify materials to provide extra instruction in the needed area. This will not only improve the students' science abilities, but will also incorporate their reading and writing abilities as well.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Integrate the Claim-Reasoning-Evidence (CRE) strategy into daily science learning experiences; students will annotate and cite evidence in the Amplify curriculum.	Teacher	August-May	Lesson plans, classroom observations	Benchmark exams, classwork, exit tickets.	
Use Amplify's hands-on investigations, simulations, and embedded literacy strategies to deepen conceptual understanding.	Teacher	August-May	Lesson plans, classroom observations	Benchmark exams, classwork, exit tickets.	
Embed hands-on, interdisciplinary projects allowing students to tackle authentic, real-world problems.	Teacher	August-May	Lesson plans, classroom observations	Benchmark exams, classwork, exit tickets.	

CORE ACADEMICS - Social Studies	Tier 1 Resources: Gallopade
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Social Studies Focus Area	Students will improve in making a coherent claim by citing and using evidence from the text.
Social Studies SMART Goal:	The percentage of students earning mastery and advanced will increase from 36.4% in 2025-2026, to 40.0% on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	
Wildwood Elementary will use the adopted social studies strategies as provided through the HQIM curriculum. Students will read the HQIM material and then make a claim based upon what was read. The students will then provide two items of evidence to support their claims. This strategy is cross curricular in nature: students in math, ELA, and science show a need for improvement when making a claim and citing evidence to support that claim. To increase the amount of learning time, Wildwood will experiment with an A/B schedule for their social studies classes. This will allow each class to have either 60 or 90 minutes of instruction each day, which provides an opportunity for the teachers to delve deeper into the curriculum.	

The longer periods also allow for more involved instruction, activities, and time to find and cite evidence, whereas a 45 minute period does not provide the ample time needed.

Wildwood Elementary will use the adopted HQIM with fidelity. In addition, with the shift to a 90 minute block of instruction, the students will be afforded the opportunity to dive deeper into the material, enabling them to learn about connections to the material, connecting this to their own experiences, which will deepen the students' learning.

For underperforming students, review and reinforcement activities will be given to the students through the Gallopade material. These activities will be specific to the current content the student may be struggling with. For subgroups, the ESL and ESS teachers can use the Gallopade materials to provide extra instruction in the needed area. This will not only improve the students' social studies abilities, but will also incorporate their reading and writing abilities as well.

ACTION STEPS

Actions Steps & Progress Indicators

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Inquiry-based instructional strategies increase learners' ability to think critically about the content. ○ Embed opportunities for student-centered learning. ■ Turn and Talk ■ Fishbowl ■ Jigsaw ■ Gallery Walks ■ Debates ■ Constructing posters, cartoons, maps and other visual representations to support critical thinking and problem solving.	Teacher	August-May	Lesson plans, classroom observations	Benchmark exams, classwork, exit tickets.	School funds
Use LDOE resources/tasks should be used and should be present for students to assess their understanding and practice Leap skills.	Teacher	August-May	Lesson plans, classroom observations	Benchmark exams, classwork, exit	N/A

				tickets.	
Sourcing primary, secondary, and tertiary documents. Teachers modeling with various sourcing documents is critical to developing student understanding.	Teacher	August-May	Lesson plans, classroom observations	Benchmark exams, classwork, exit tickets.	Title I funds, school funds

Non-CORE Academics	Resources: School HQIM materials, SEL materials
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ACTION STEPS					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
SEL lessons will be completed during the students' ancillary enrichment course.	SEL Chair	August 2026 - May 2027	The SEL chair and the administration will conduct weekly checks to ensure the lessons are being completed each week.	At the end of the school year, the percentage of students that have successfully (80%+) completed their SEL assignments.	N/A
PE classes in grades 3, 4, and 5 will give formative and summative assessments, including a short answer writing prompt, on each unit. Students will be tested on procedures, rules, and other topics related to the activity.	Administration, PE teachers	August 2026 - May 2027	The administration will monitor lesson plans and gradebooks for completions of the assessments.		

Student Subgroups and Student Attendance

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
ESL students will be identified and grouped by ability level. The ESL teacher and paras will develop a pullout/support schedule to provide extra support to students learning English using the Amira platform.	Administration, ESL Teacher and Paras	August 2026 - May 2027	Monitoring the teacher schedule and plan for fidelity; checking student participation in the platform.	Comparing the growth from the baseline assessment in August through the end of the school year.	N/A
Bi-weekly perfect attendance recognition and rewards will be provided to students that have not been absent during that time.	Administration, clerk, counselor.	August 2026 - May 2027	Use JCampus reports to monitor student attendance rates and trends.	Compare the 2026-2027 ADA against the 2025-2026 ADA to monitor the progress.	School funds, Title I funds
Attendance recognition and rewards will be provided to students each 4 ½ weeks, following the progress report/report card schedule. Students with 95% attendance rate and above will be given a reward or will participate in a celebration.	Administration, clerk, counselor, teachers	August 2026 - May 2027	Use JCampus reports to monitor student attendance rates.	Monitor student attendance rates each 4 ½ weeks for improvement or decline. Those in decline, will be mentored by the school counselor.	School funds, Title I funds

Student Opportunities - High Schools ONLY

<i>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.)</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Summer PD Training for ELA teacher(s) provided by EBRPSS on the newly adopted ELA curriculum.	Principal, teachers	Summer 2026	Certificate or confirmation of completion	Lesson plans and observations ensuring implementation	Title I
Summer planning for the four core and K-2 teachers to plan the first 4 ½ - 6 weeks of the school year and distribute materials prior to student arrival.	Principal, teachers	Summer 2026	Submission of lesson plans	Evaluation of lesson plan submission	Title I
Ongoing PD for teachers throughout the school year to remain current and educated on the adopted HQIM and supporting materials from EBRPSS.	Principal, teachers	August 2026 - May 2027	PLC agendas	Lesson plan evaluation; data presentations from the teachers	Title I

STUDENT SUPPORT SERVICES

Narrative

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

Wildwood Elementary has several activities and programs to support our students. Monthly PBIS celebrations for students that qualify. An iCare representative and a social worker are on campus weekly to support the school counselor with student needs. SEL lessons are completed weekly by all students.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Teachers and students will view the annual school district videos on bullying and any other topic to review and educate the students on acceptable behavior.	Principal, teachers	August 2026	Check lesson plans for video inclusion.	Completion of the attestation form.	N/A
During the first full week of school, the Student Rights and Responsibilities handbook will be divided into five equal parts. The teachers will review the assigned section of the SR&R handbook with their students to make clear the EBRPSS and Wildwood behavior expectations.	Principal Teachers	August 2026	Check lesson plans for inclusion.	Teacher completion of an attestation form (I certify that all parts of the SR&R . . .)	N/A

iCare, DARE, and other district or community based entities will be invited to meet and speak with our students on a variety of subjects; bullying to drug awareness to “stranger danger” and any other presentation that presents itself to be timely and useful for the students.	Principal, ILT, Teachers	August 2026 - May 2027	A record of presentations and activities will be kept by the administration to document the events.	Completion of the presentation; short review/quiz in the classroom, when appropriate.	N/A
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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	All teachers will deliver the SEL curriculum during the first 20 minutes of each day.	S	Wildwood Elementary School will develop a system of supportive discipline through the use of restorative practices and ensuring a strong MTSS Discipline (PBIS) system is in place campus wide.
M	We will measure success using ReThink Ed data monitoring, student quizzes, observations	M	We will measure success by monitoring our available discipline data via the JCampus system.
A	SEL instruction has been implemented in our Social Studies classes via technology devices at the beginning of class. We will be adjusting our instructional schedule to allow for 100% of our faculty to teach lessons beginning during the 2022-23 school year.	A	Currently, our discipline data reveals that we do not have major discipline issues at Wildwood Elementary School. Less than 2% of our students are involved in discipline matters that require outside intervention.
R	This goal will be valuable because SEL is a component of our school-wide MTSS plan and addresses the social needs of our students and fosters an environment in which students can build positive relationships with peers.	R	We will work to continue to foster a supportive environment where our students feel valuable, included and free to learn from mistakes with an eye toward preventing future problems.

T	- By the end of September all students will pre-test with ReThink Ed. - By the third week of school we will begin the scope and sequence documents for SEL instruction - Weekly, teachers will focus on one area of the SEL scope and sequence documents to invest in their knowledge of SEL strategies.	T	- By the end of August 2025, we will have taught our school-wide behavioral expectations to all students. - Teachers will receive professional development related to restorative practices by the end of September, 2025. - Using the “Houses” system, we will focus on an area of discipline that our data demonstrates a need for reinforcement. - Our goal is always to see a reduction in discipline issues compared to the year/month prior.
I	All students will be included in the daily/weekly lessons thus an inclusive environment and culture will be created.	I	We plan to create a Student Council during the 2025-26 school year to allow students the opportunity to lead and be involved in issues impacting our school.
E	Implementing SEL skills campus-wide will enable students to identify injustice and identify leaders at Wildwood Elementary School.	E	We will monitor our discipline practices to make sure that fairness and equity are the cornerstones of our approach in working with our students.
Goal Statement: During the 2025-26 school year, Wildwood Elementary School will fully implement the SEL instructional plan for 20 minutes each day, using the ReThink Ed technology platform. We hope to see growth in SEL awareness school-wide as well as improvement in SEL assessment scores.		Goal Statement: During the 2025-26 school year, Wildwood Elementary School will continue to foster an inclusive environment where the implementation of restorative discipline practices enable our students to feel included, valuable and essential on our campus.	

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: Eureka, EL, Guide Books, Amplify & Wit & Wisdom.	PBIS-School-wide behavior expectations taught the first day/week of school in every classroom.

• Instructional Strategies will include TLAC strategies and Differentiated Instruction ○ Scaffolding ○ Graphic Organizers ○ Flexible Grouping/ Small groups ○ Cooperative Learning	• SEL-daily lessons during the first 20 minutes of each day using the ReThink Ed platform.
Tier II	
• Using Small groups during the block to deliver targeted assistance • Use of Smarty Ants, Achieve 3000, and Dream Box as support • Referral to after school programs • Strategies we are going to focus on to ensure consistency in delivering Tier II ○ Use of Manipulatives ○ Use of sentence frames ○ Use of Visual Aids	• iCare-Prevention lessons led by our school assigned iCare representative. • Mentoring with the administrative team to include “Check-In/Out documentation • Restorative Circles • Reset Room SEL implementation • Behavior Support Plans for individual students/parents
Tier III	
• Focus on Explicit Vocabulary instruction (foundational gaps) • Individual or small groups to address individual needs	• Functional Behavior Assessment with Individual Behavior Plans • ESS Site Facilitator/Behavior Strategist • Referral to Social Worker or Guidance Counselor • Tier III lessons

Monitoring Interventions: The ILT will monitor SEL instruction in weekly walkthroughs and in lesson plans. The teachers and the ILT will also discuss SEL instruction and interventions during weekly PLC meetings.

Scheduling Mandatory: SEL time will be scheduled for the first 20 minutes of the day.

How will time be scheduled for PLCs/Grade or Content Teams? Each grade level will meet on their specified PLC day and time.

Planning for the Future: ILT will be set aside upon arrival, right before dismissal, and as part of students' choice boards.

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	1. Assignments and homework have been completed.	1. Follow the teachers directions.	1. Hands, feet and other objects to self.		
Hallway	1. Have appropriate clip 2. Walk in a straight line	1. Walk to the right side of the hallway with shoulder to the wall. 2. Stay in a straight line. 3. Go directly to your destination. 4. No skipping, running or sliding	1. Voice level zero 2. Hands and arms by the side 3. Hands, feet, and other objects to self.		
Cafeteria	1. Pick up all items on the food line needed for breakfast or lunch 2. Stand behind seat until instructed to be seated by teacher	1. Wash and dry hands 2. Place paper towel in the trash can 3. Pick up trash around your area, and bring tray to trash can when directed	1. Keep hands, feet, objects, unkind words, and food to yourself 2. Chew with your mouth closed 3. Watch your voice level (low)		

		4. Always walk and exit quietly			
Restroom	1. Exit the classroom in a straight line. 2. Walk directly to the playground.	1. Play in designated areas. 2. Walk the designated course until the whistle blows. 3. When the bell rings or whistle is blown for the end of recess, immediately FREEZE and have a seat. 4. When Duty Teacher blows a whistle for your grade level, walk to your class line, tuck in shirt, tie shoes, and be seated in line facing forward with a Voice Level 0.	1. Keep hands, feet, objects, and unkind comments to self. (No hitting, pushing, kicking, or name calling)		
Bus	1. Have an appropriate clip. 2. Make sure your uniform is in order before returning to class.	1. Flush the toilet and wash hands. 2. Place paper towels in the trash can. 3. Report any problems to your teacher immediately.	1. Wait in the line patiently and quietly 2. Keep hands, feet, objects, and unkind words to self.		

Arrival/ Dismissal	Get to the bus in a timely manner. Keep all of your belongings in your backpack.	Take care of yourself and others. Pay attention to your stops. Stay in your assigned seat. Keep the bus clean.	Use kind words and actions. Listen to the bus drivers and bus aides.		
	1. Level 1 voice after exiting bus/car when walking to designated area	1. Carry your backpack on your back, hold other items.	1. Walk in a straight line quietly 2. Keep hands, feet, objects, and unkind words to self		

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

- The first day of school all content areas will take one of the expectations and teach its meaning as a part of getting to know you/class building/orientation activities.

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.

Wildwood Elementary makes a habit of inviting families to school to experience a variety of events. Our school utilizes Class Dojo for messaging all families, calendars, and school events. Class Dojo also translates so it is inclusive for all families. Teachers can communicate individually and we can send blasts as a school. We also use the JCampus system to create system wide blasts for families.

We inform families of curriculum updates, testing schedules, and weekly progress via JCampus and Classroom Communications.

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Open House	All staff	8/26/25	PPT presentation, data sharing	Sign in sheets	Title I Stipend \$180.00 Postage \$78.00 Materials and Supplies \$3,042.62 PFE , light refreshments and activity

					materials
Literacy Night	All Staff	Winter	Data sharing, family activities	Sign in sheets	Title I Stipend \$180.00 Postage \$78.00 Materials and Supplies \$3.042.62 PFE , light refreshment s and activity materials
Science Night	All Staff	Spring	Data sharing, family activities	Sign in sheets	Title I Stipend \$180.00 Postage \$78.00 Materials and Supplies \$3.042.62 PFE , light refreshment s and activity materials

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 are going to include our MTSS plan at Open House.
Academic Programs & Interventions	Students who are being provided intervention services or plans will have a letter sent home explaining what is happening to their parents. If there is a concern, teachers will contact parents to notify them of issues and how we are planning to address them.
SEL & Behavior Interventions	Weekly SEL topics and Expectation focus areas will be shared with parents weekly through the school app. We will have a monthly activity for students who meet the targeted behavior goal for the month (no referrals, no more than 1 absence etc) Parents will be told the activity and the requirements during the first week of the month.

Community Involvement

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

Instruction by Certified Teachers – Certified Teacher Recruitment

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Using Frontline for recruiting, interviewing for fit and effectiveness.	Principal Assistant Principal	June 2025 - May 2026	Until 100% staffed		
Wildwood will partner, as appropriate, with the New Teacher Project, LSU, Southern University, Southeastern University of LA, ITeach, or Teach for America in order to meet the school's workforce needs.	Principal Assistant Principal	June 2025 - May 2026	Until 100% staffed		

Transition to Next-Level School Programs

Choose Appropriate Level

Preschool to Elementary School

Elementary School to Middle School

Middle School to High School

High School to Post-Secondary

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Middle Schools will partner with Wildwood Elementary School to present for our fifth grade students who are transitioning to middle school.	Administration, school counselor	January 27 - May 27	Monitor and document the number of visits and activities.		N/A
Wildwood Elementary will partner with Glasgow Middle School, our main feeder, to provide school visits and activities at Glasgow.	Administration, GT Coordinator	November 26 - May 27	Monitor and document the number of visits and activities.		School funds for buses
Wildwood Elementary's pre-k program focuses on the skills needed to be successful in kindergarten and beyond. The students learn basic counting, shapes, and writing skills.	Administration, EBR Early Childhood Department, Teachers	August 26 - May 27	Skills assessment and school progress as reported by the EBR Early Childhood Department		

