East Baton Rouge Parish School System
Schoolwide Plan
Parkview Elementary School

PreK-5th grades

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2026 - 2027

Table of Contents

Table of Contents	2
District Assurance	3
Faculty and Staff Review	4
Louisiana's Goals and Priorities	5
Mission & Vision Statements	6
Data Types	7
Comprehensive Needs Assessment	8
Schoolwide Goals	14
CORE ACADEMICS - ELA	15
CORE ACADEMICS - Mathematics	17
CORE ACADEMICS - Science	19
CORE ACADEMICS - Social Studies	21
Non-CORE Academics	23
Student Subgroups and Student Attendance	24
Student Opportunities - High Schools ONLY	25
PROFESSIONAL DEVELOPMENT - ELA, Mathematics, Science, Social Studies, and Non-Core Academics	26
STUDENT SUPPORT SERVICES	27
MULTI-TIERED SYSTEM OF SUPPORT	28
PARENT AND FAMILY ENGAGEMENT – ELA, Mathematics, Science, Social Studies, and Non-Core Academics	31
Instruction by Certified Teachers – Certified Teacher Recruitment	32
Transition to Next-Level School Programs	33

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	08/05/2026
Executive Director	08/05/2026

Faculty and Staff Review

Date	Name	Position	Signature
08/05/2026	Carla Edwards	Principal	
08/05/2026	Brandi Gibbs	Assistant Principal	
08/05/2026	Suzanne Bennie	Dean of Students	
08/05/2026	Sarah Diaz	School Counselor	
08/05/2026	Laterica Wright	Teacher	
08/05/2026	Skylar McLaughlin	Teacher	
08/05/2026	Rebecca Falgoust	Teacher	
08/05/2026	William defrances	Teacher	
08/05/2026	QShanna Watson	ESS Self Contained Teacher	
08/05/2026	Nasreenayaz Baloch	ESS Autism Teacher	
08/05/2026	Lindsey Harsch	Teacher	
08/05/2026	Stacy Johnson	Teacher	
08/05/2026	Makayla Comeaux	Teacher	
08/05/2026	Samantha Cherry	Teacher	
08/05/2026	Merissa Tyson	Teacher	
08/05/2026	Mikell Harris	PreK Paraprofessional	
08/05/2026	Tracey D’Antoni	Teacher	
08/05/2026	Gabrielle Butler	PreK Paraprofessional	
08/05/2026	Yolanda Jones	ESS Child Specific Paraprofessional	
08/05/2026	Dwan Atkins	ESS Child Specific Paraprofessional	

08/05/2026	Marcia Williamson	Teacher	
08/05/2026	Monica Tuttle	PreK Paraprofessional	
08/05/2026	Alyssa Slavich	Gifted Site Coordinator	
08/05/2026	Samea Abdelghani	Teacher	
08/05/2026	Rebecca Gurt	Teacher	
08/05/2026	Kim Ngo	Teacher	
08/05/2026	Santrese Holloway-Goodman	Teacher	
08/05/2026	Carrie Marsala	Teacher	
08/05/2026	Amanda Bradley	Teacher	
08/05/2026	Anna Gomez	Teacher	
08/05/2026	Emily Hughes	Teacher	
08/05/2026	Lauren Lemoine	Teacher	
08/05/2026	Abbigail Givens	Teacher	
08/05/2026	Kathryn Halphen	Teacher	
08/05/2026	Danielle Turk	Teacher	
08/05/2026	Edlesa Chalanczuk	Teacher	
08/05/2026	Alice Aucoin	Teacher	
08/05/2026	Mary Coldwell	Teacher	
08/05/2026	Ashly Madden	Teacher	
08/05/2026	Rhonda Small	ESS Paraprofessional	
08/05/2026	Richard Patton	ESS Paraprofessional	
08/05/2026	Laura Allen	Librarian	
08/05/2026	Courtney Brooks	Speech Therapist	
08/05/2026	Katherine Mills	PE Coach	
08/05/2026	Mitchell McLaughlin	PE Coach	
08/05/2026	Alonzo Gambler	ESS Resource Teacher	

08/05/2026	Brandon Garner	Time Out Moderator	
08/05/2026	River Reese	Music Teacher	
08/05/2026	Leta Lavergne-Holmes	ESS Resource Teacher	
08/05/2026	Modrall Lathers	ESS Paraprofessional	
08/05/2026	Kimberly Wilson	ESS Paraprofessional	
08/05/2026	Shandrika Mitchell	ESS Paraprofessional	
08/05/2026	Deshone Carter	Instructional Paraprofessional	
08/05/2026	Regina Shief	Computer Paraprofessional	
08/05/2026	Lisa Guillory	School Clerk	
08/05/2026	Deidra Spears	Executive School Secretary	
08/05/2026	Sharon Benton	Art Teacher	
08/05/2026	Jerika Thomas	ESS Child Specific Paraprofessional	
08/05/2026			
08/05/2026			
08/05/2026			

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

Parkview Elementary School's mission is for every child to reach his/her full potential while providing opportunities for creativity and critical thinking that help develop resilience, empathy, and effective interpersonal skills.

School's Vision

Parkview Elementary School's vision is to foster a culture of high academic standards and lifelong learning through innovative teaching and rigorous curriculum by prioritizing excellence in education, building a strong community, engaging stakeholders, supporting social and emotional well-being, and ensuring safety. We aim to create a nurturing and empowering environment where every student can thrive and achieve their full potential.

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 • 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
498	274	131	53	38	59	267	57	53	12
Percentage	55%	26.3%	10.6%	7.6%	11%	54%	11.4%	10.6%	.02%

School Performance Score	
2025-2026 Simulated SPS Score and Letter Grade	51.6 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.	20%	29%	40%	55%	40%	16%
	Objective 16 Demonstrates knowledge of the alphabet	5%	5%	20%	32%	75%	63%
	Objective 17 Demonstrates knowledge of print and its uses.	18%	1%	63%	95%	20%	4%
	Objective 18 Comprehends and responds to books and other texts	20%	8%	53%	79%	28%	13%
	Objective 19 Demonstrates writing skills	5%	13%	45%	38%	50%	49%
	Objective 20 Uses number concepts and operations	5%	3%	45%	68%	50%	29%

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	27	38	14	6	16	31	43	25
	Grade 1	8	12	6	7	28	28	58	53
	Grade 2	25	13	6	5	23	28	46	54
	Grade 3	13	17	16	4	19	32	52	47
	Grade 4								

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
Kindergarten-5th	15	9	68	67	15	24

Behavioral Data					
ISS %		**Suspension to Alternative Site %**		**Expulsion %**	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
0%	0%	.06%	.03%	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.	73% of students in grade 4 were proficient in Informational Text	Leap Spring 2026
2.	59% of students in grades 3-5 scored proficient in ELA	Leap Spring 2026
3.	47% of students of the students in grades 3-5 scored proficient in Math	Leap Spring 2026

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: Implementation of Writing Across the Curriculum	
Instrument(s): Spring 2026 LEAP data, Teacher Survey, Attendance Rate	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	**Findings** 1. 73 % of the students in grade 4 were proficient in Informational text 2. 92% of teachers rated that all teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas on the staff survey as strongly agree and agree 3. Average daily attendance rate is 95%

Contributing Factor: Implementation of consistent ILTs/PLCs	
Instrument(s): Spring 2026 LEAP data, Teacher Survey, SBLC data	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	**Findings** 1. 59% of students in grades 3-5 scored proficient in ELA 2. 87% of teachers rated that all teachers in our school have been trained to implement a formal process that promotes discussion about student learning on the staff survey as strongly agree and agree 3. 69% of teachers scored highly effective/exemplary on classroom observations

Contributing Factor: Implementation of HQIM
Instrument(s): Spring 2026 Leap Data, Student Survey, Observation data

Data Type:	Findings
1. Cognitive 2. Attitudinal 3. Behavioral	1. 47% of students scored proficient in Math 2. 90% of teachers in our school personalize instructional strategies and interventions to address the individual learning needs of students 3. 100% of teacher observations utilize HQIM

Part 2: WEAKNESSES

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

	WEAKNESSES	DATA SOURCE/INSTRUMENT
1.	26% of students in grades 3-5 scored proficient in Writing	Leap Spring 2026 Data
2.	39.2% of students in grades 4 & 5 met their growth target	Leap Spring 2026 Data
3.	36% of students in grade 3 scored proficient in Math major content	Leap Spring 2026 Data

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

Contributing Factor: Lack of utilization of supplemental resources	
Instrument(s): Spring 2026 Leap Data, Student Survey, SBLC Summary Forms	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	**Findings** 1. 26% of students in grades 3-5 scored proficient in writing 2. 38% of students rated lessons were changed to meet their needs on the student survey as strongly agree 3. 23% of families have engaged in the SBLC process for academic and/or behavioral support

Contributing Factor: Lack of differentiation during instruction, walkthrough data	
Instrument(s): Spring 2026 Leap Data, Teacher Survey,	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	**Findings** 1. 39.2% of students in grades 4 & 5 met their math growth target 2. 40% of teachers said they strongly agree that they personalize instructional strategies and interventions to address individual learning needs of students 3. 30% of teachers were engaged conducting small group instruction during walkthroughs

Contributing Factor: Limited student proficiency in math major content

Instrument(s): Spring 2026 Leap Data, Walkthroughs	
Data Type: 1. Cognitive 2. Attitudinal 3. Behavioral	**Findings** 1. 36% of students in grade 3 scored proficient in Math 2. Only 50% of students identified that lessons make them think in new ways 3. 20% of students were using manipulatives during walkthroughs

Schoolwide Goals

Overall Goal: By the end of the 2026-2027 school year, Parkview Elementary School will increase from 48 to 51 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	39.2	44.3	Math	47	53.6	Graduation Rate		
English	59.5	62.5	English	59	62	Read based on a nationally recognized exam		
Math growth for the lowest 25% of students	40.0	44.3	Science	47	53.6	Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students	57.4	60.4	Social Studies	49	53.6			

English Language Acquisition (ELL)	34.2	37						

CORE ACADEMICS - ELA	**Tier 1 Resources:**

AMBITION ● Based on your data trends, what is the area of focus? ● Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
ELA Focus Area	By May 2027, 62% of students will reach their achievement level goals due to improvements in using text structure to increase comprehension of literature and informational text skills as measured by LEAP 360/Illuminate aligned to LEAP 2025 in using analytical thinking and reasoning skills with an intentional focus on writing, evidence-based questioning, reading and responding to texts using the CER strategy.
DIBELS Focus Area	Nonsense Word Fluency, Oral Reading Fluency (Accuracy), Phoneme Segmentation
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from 74% to 77% on the Spring 2027 DIBELS EOY Assessment for the 2026-2027 school year.
ELA SMART Goal:	The ELA % Mastery and above will increase from 59% to 62% 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.

School's Priority: 80% of the students reading on grade level by the end of 3rd grade; increase students' abilities to answer questions about complex text referring explicitly to the text using the CER strategy
Student Learning Problem: Students' inability to read accurately and fluently; students' inability to locate supporting evidence to support answers
Programs/activities/courses necessary to provide a well-rounded education: Students' inability to decode and read fluently/accurately; students' inability to determine supporting evidence to support a text. Utilization of Amplify Mclass to support this area of opportunities. Provided ELA tutoring to support students progress.
Educator Professional Learning Needs: Professional Development on Question stems, CER, TLAC: Questioning, Deconstructing a prompt and evidence-based writing
Use of Mclass, Amira and iReady intervention programs

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)
Improve teachers' and students' understanding of the writer's expectations • Writers Checklist • Writing Rubrics • Chunking the Writing Process Structured backwards design planning where the ELA support guides teachers through each	**Classroom Teachers; admin; ILT; Support Staff Computer Para Instructional Para**	**Aug.-May 2027**	**-mClass weekly assessments -Weekly PLCs (Data Meetings & Teacher Collaboration)**	**-Progress Monitoring data -Illuminate Data (CFA/Benchmark)**	**General Fund $22,000 $21,000**

section of their grade level curricular resources to ensure teachers understand lesson structures. **Incorporate academic vocabulary-building techniques through morphological analysis and contextual learning.** **Utilize technology enhanced questions: drag and drop, multi-select, Part A and Part B.** **Use rubrics to structure and organize thoughts about the text, guiding the development of a well-crafted written response.** **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**	**Leap Parent Presentation**		**-Weekly ILT Meetings** **-Walkthroughs & Feedback** **-Exit Tickets** **-Coaching Plans**	**-BOY, MOY, EOY DIBELS** **-Spring 2026 LEAP Data** **-EL Data** **-Fall, Winter, Spring TS GOLD**	**$900.00**

CORE ACADEMICS - Mathematics	**Tier 1 Resources:**

AMBITION

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

Math Focus Area	Number sense, problem solving, and reasoning
Math SMART Goal:	The Mathematics % Mastery and above will increase from 47% to 53.6% 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.

School's Priority: Parkview's math focus for the upcoming school year is implementing consistent reasoning and problem-solving skills using the Read, Draw, Write strategy.
Programs/activities/courses necessary to provide a well-rounded education: identify and solve problems with fractions, Addition, Subtraction, and Multiplication Fluency, and solving multi-step word problems.
Educator Professional Learning Needs: Professional learning with Great Minds for an in-depth understanding of the Learn and Launch

Utilization of Zearn intervention program with integrity to directly impact student academic success

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) and the RRSS strategy (6–8/HS) 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. • 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. • Utilize headphones and scratch paper during Zearn to ensure students are able to focus, process their thinking, and work through problems effectively. Implement HQIM Math Curriculum: • Implement the RDW strategy (K–5) and the RRSS strategy (6–8/HS) with a strong emphasis on writing within classroom instruction. Utilize the chunking method	**Classroom Teachers; admin; ILT; Support Staff** **Part-Time Teacher (Retired Teacher)** **Part-Time Tutor** **Chromebooks/ Active Boards**	**Aug.-May 2027**	**-Weekly PLCs (Data Meetings & Teacher Collaboration)** **-Weekly ILT Meetings** **-Walkthroughs & Feedback** **-Exit Tickets** **-Coaching Plans**	**-Illuminate Data (CFA/Benchmark)** **-BOY, MOY, EOY DIBELS** **-Spring 2026 LEAP Data** **-Fall, Winter, Spring TS GOLD**	**General Fund** **$6,000.00** **$500.00** **$10,000**

to break problems and texts into manageable parts to support student understanding and structured written responses. • **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**					

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

AMBITION	
● Based on your data trends, what is the area of focus? ● Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Science Focus Area	Inquiry-based learning and scientific reasoning
Science SMART Goal:	The Science % Mastery and above will increase from 47% to 54.6% 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.

School's Priority: Reason Scientifically
Student Learning Problem: Students must be able to think critically to explore and understand content based on evidence using CER when applicable.
Programs/activities/courses necessary to provide a well-rounded education: Students need more exposure to inquiry-based learning, increased hands-on learning, and increased opportunities to explain their thinking
Student Impact: Providing students with increased exposure to hands-on inquiry-based learning will increase the students' performance.

Educator Professional Learning Needs: Internalization of Amplify lessons and professional development on using CER.

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*
• Tiered Workstations for Differentiation ○ Implement flexible, data-driven workstations aligned to student learning goals. ○ Rotate students through remediation, enrichment, and collaborative problem-solving stations tailored to individual needs. • Structured Teacher Collaboration & 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. • Embedded CRE Writing in Science Instruction ○ Integrate the Claim–Reasoning–Evidence (CRE) strategy into daily science learning experiences.	**Classroom Teachers; admin; ILT; Support Staff** **ELA/Math center materials**	**Aug.-May 2027**	**-Weekly PLCs (Data Meetings & Teacher Collaboration)** **-Weekly ILT Meetings** **-Walkthroughs & Feedback** **-Exit Tickets** **-Coaching Plans**	**-Illuminate Data (CFA/Benchmark)** **-BOY, MOY, EOY DIBELS** **-Spring 2026 LEAP Data**	**General Fund** **$2,000**

○ Score constructed responses with LEAP-aligned rubrics to guide feedback cycles. ○ Model exemplar responses and deliver mini-lessons on scientific argumentation. ● Project-Based Learning for Real-World Application ○ Embed hands-on, interdisciplinary projects allowing students to tackle authentic, real-world problems. ○ Connect standards to meaningful contexts to increase engagement, relevance, and higher-order thinking. ○ Showcase student learning through presentations, exhibitions, or partnerships with community organizations. **Implement HQIM Science Curriculum:** ● 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.	**Replenish science kit materials**				**$840.00**

○ Integrate CRE writing tasks within Amplify's evidence-based argumentation routines. ● OpenSciEd Biology (High School) ○ Utilize OpenSciEd Biology as the anchor curriculum for high-school science instruction, emphasizing real-world, anchoring phenomena. ○ Engage students in the OpenSciEd instructional model: asking questions, analyzing data, modeling, and revising explanations. ○ Embed scientific writing through storyline routines that naturally support Claim, Evidence, and Reasoning. ○ Use OpenSciEd exit tickets, formative checkpoints, and performance assessments to guide reteaching and intervention.					

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

AMBITION	
● Based on your data trends, what is the area of focus? ● Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
Social Studies Focus Area	analysis of primary/secondary sources, with heavy emphasis on claims development (evidence-based writing), cause-and-effect analysis
Social Studies SMART Goal:	The Social Studies % Mastery and above will increase from 49% to 53.6% 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.

School's Priority: Increase overall proficiency in social studies from 48% to 51%.
Student Learning Problem: Students need to be able to use primary and secondary sources to answer questions about history.
Programs/activities/courses necessary to provide a well-rounded education: Illuminate Social Studies Pretest data, CFAs and the 2025-2026 LEAP social studies data show that students struggle to explain and describe answers when responding to a social studies text. This data also shows that students struggle to identify evidence in social studies texts, passages, and articles.
Student Impact: If students learn to effectively explain, describe, and identify answers in response to a social studies text, they will develop stronger critical thinking and comprehension skills. This will allow them to analyze historical events, understand cause-and-effect relationships,

and articulate their thoughts with clarity. Additionally, improved reading and response skills will enhance their ability to engage in discussions, support their arguments with evidence, and perform better on assessments. Their LEAP data and their Illuminate test data should reflect an increase in proficiency.
Educator Professional Learning Needs: Gallopade professional development, Just In Time training, teacher-peer observations

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*

• Sourcing primary, secondary, and tertiary documents.
  ○ Teacher modeling with various sourcing documents is critical to developing student understanding.
  ○ Use various sources to connect learner thinking to the framing and supporting questions (contained within the HQIM).
• Use/Adapt (HQIM) questions to LEAP rubric-based questions.
  ○ Writing should be done daily
  ○ LDoE rubrics MUST be used and should be present for students to assess their/peer writing.
  ○ Exemplars should be used to develop learner understanding of the expectations for answering Constructed Response and Extended Response questions.
• Inquiry-based instructional strategies increase learners' ability to think critically about the content.
  ○ Embed opportunities for
	Classroom Teachers; admin; ILT; Support Staff	**Aug.-May 2027**	**-Weekly PLCs (Data Meetings & Teacher Collaboration)**
			
			-Weekly ILT Meetings
			
			-Walkthroughs & Feedback
			
			-Exit Tickets
			
			-Coaching Plans
				-Illuminate Data (CFA/Benchmark)
				
				-BOY, MOY, EOY DIBELS
				
				-Spring 2026 LEAP Data
					General Fund

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. ○ Academic discourse ■ Include opportunities to integrate tier three vocabulary (included in the HQIM). ● Support language acquisition using Frayer-Model. ■ Four-corner debates ■ Developing and evaluating counter-claims Implement HQIM Social Studies Curriculum: ● The school will utilize high-quality, standards-aligned instructional materials, including Gallopade (K-8), Foundations of Freedom (civics- HS), LDoE Frameworks (U.S. History -HS) 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 extensions tasks					

ensuring rigorous instruction is accessible to all students. Additionally, they are aligned to the formatting of the LEAP 2025. ● **The school will implement the embedded instructional routines that are embedded in the curriculum** ○ **Gallopade (K-8) - Example - Curated content boards, Big Question Evidence Collector, Expertracks.** ○ **Foundations of Freedom - vocabulary, questioning (literal, analytical, and inferential), scaffolded supports, sourcing, and DBQs.**					

Non-CORE Academics	**Resources: Discipline Data**

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)*
Instruction: ● **PBIS lead will create PBIS events for students.** ● **Teachers will consistently implement SEL strategies to reinforce positive behavior.** ● **School counselor will share SEL strategies with students.** ● **School counselor will provide PD to teachers.** ● **PBIS Events**	**Classroom Teachers; admin; school counselor**	**Aug.-May 2027**	**-Monthly PBIS roster to identify students who are participating / are not participating due to referrals**	**number of referrals, surveys**	**General Fund**

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)*
Perfect Attendance Backpack Tags	**Classroom Teachers; admin**	**Aug.-May 2027**	**-monthly JCAMPUS checks**	**-number of backpack tags increasing monthly**	**General Fund**
Monthly Attendance Raffle	**Admin**	**Aug.-May 2027**	**-monthly JCAMPUS checks**	**-percentage of students attendance increasing based on the raffle**	**General Fund**
School-wide Attendance Challenge	**Classroom Teachers; admin**	**Aug.-May 2027**	**-monthly JCAMPUS checks**	**-percentage of students attendance increasing based on the visuals located in the school**	**General Fund**

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 high-quality Tier 1 professional development sessions which will be provided by ELA o Pre-K, District o K-2nd: EL, Amira, Eureka Squared, District o 3rd-5th: Zearn, Guidebooks, Eureka Squared, District o LETRS and/or Science of Reading Training o Heggerty • <u>Pre-K Frog Street</u> ● Provide professional development focusing on the components of the literacy block(whole group/skills practice) ● Provide support with the implementation of Heggerty ● Provide training and support for the effective implementation of Teaching Strategies Gold • <u>K-2 EL Education</u> ● Provide Support with DIBELS ● Provide strategic support with EL curricular resources whereby teachers understand this Tier 1 curricular	Classroom Teachers; admin; ILT; Support Staff	Aug.-May 2027	-Weekly PLCs (Data Meetings & Teacher Collaboration) -Weekly ILT Meetings -Walkthroughs & Feedback -Exit Tickets -Coaching Plans	-Illuminate Data (CFA/Benchmark) -BOY, MOY, EOY DIBELS -Spring 2026 LEAP Data	General Fund

resource's alignment with the DIBELS Screener **● Provide training and support for the administering of EL Education Benchmark Assessment** **● Support with using screening and assessment data to inform small group instruction (Microphase groups & MClass Intervention Groups)** **● Engage in school walkthroughs with school based coaches to guide and support literacy instruction and pedagogical practices grounded in the science of reading** ● **<u>Guidebooks 3-5</u>** **● Provide training and support using high-quality texts and meaningful tasks that build content knowledge (e.g., ELA, social studies, and science) and help students make connections** **● Provide support and training on appropriate scaffolds and supports (e.g., Diverse Learners Guide, Supports Flow Chart and Student Look Fors within each lesson) for all students to meet the grade-level standards** **● Provide training and support on unit and lesson internalization** **● Support the use of a variety of instructional strategies, many of them focused on the importance in helping students make meaning of a text before they express their understanding through writing** **● Provide training and support on assessment opportunities that allow teachers to check for understanding in a variety of ways and genuinely measure**					

progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s) **Math** **o Great Minds** **o Zearn** ● **Teachers will receive coaching via a tiered approach in an effort to support, motivate, and develop a teacher by setting concrete, short term, individualized goals.** ● **SEL (*What professional development is needed to ensure faculty members are able to implement the MTSS plan?*** **o SEL** **o Academics** **o Behavior**					

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.

The school is implementing SEL to support students' social emotional skills, school counseling groups with Ms. Powell to support specific students who are in need and iCare Services to support with school-based mental health problems. Our goal is to continue to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Louisiana Education Priorities.

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*
SEL	**Classroom Teachers; admin; school counselor**	**Aug.-May 2027**	**-SEL assessments on Illuminate** **-Second Step Platform teacher log ins, student quizzes**	**-Illuminate / Second step assessments** **-surveys**	**General Fund**
School Counseling Groups	**School counselor;**	**Aug.-May**	**-teacher/stud**	**-Illuminate /**	**General**

	Admin	**2027**	**ent logs** **-weekly check ins during ILT**	**Second step assessments to evaluate the progress of the sessions** **-surveys**	**Fund**
iCare Services	**iCare Specialist; school counselor; admin**	**Aug.-May 2027**	**-teacher/student logs**	**-Illuminate / Second step assessments to evaluate the progress of the sessions** **-surveys**	**General Fund**

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: Explicit SEL Instruction		**Indicator Focus Area 2:** Supportive Discipline	
S	**All teachers will deliver the SEL curriculum during the first 15 minutes of each day.**	**S**	**Parkview 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 Second Step 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 at the beginning of class. We have adjusted our instructional schedule to allow for 100% of our faculty to teach lessons beginning during the 2026-27 school year.**	**A**	**Currently, our discipline data reveals that we do not have major discipline issues at Parkview Elementary School. Less than 1% 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 Second-Step.**	**T**	• **By the end of August 2026, we will have taught our school-wide behavioral expectations to all**

	• 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.		students. • Teachers will receive professional development related to restorative practices by the end of September, 2026. • Using PBIS 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 will have Panther Pride Friday, every third Friday of the month, to allow students multiple opportunities to celebrate good behavior and chances to earn a reward back.
E	Implementing SEL skills campus-wide will enable students to identify injustice and identify leaders at Parkview 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 2026-27 school year, Parkview Elementary School will fully implement the SEL instructional plan for 15 minutes each day, using the Second Step technology platform. We hope to see growth in SEL awareness school-wide as well as improvement in SEL assessment scores.		Goal Statement: Goal Statement: During the 2026-27 school year, Parkview 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 Squared, EL, Guide Books, Amplify & Wit & Wisdom.	• PBIS • SEL

● **Instructional Strategies will include TLAC strategies and Differentiated Instruction** ○ Scaffolding ○ Graphic Organizers ○ Flexible Grouping/ Small groups ○ Cooperative Learning	
Tier II	
● **Using Small groups during the block to deliver targeted assistance** ● **Use of Zearn, Amira, and iReady 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** ● **SEL**
Tier III	
● **Focus on Explicit Vocabulary instruction (foundational gaps)** ● **Individual or small groups to address individual needs**	● **iCare** ● **SEL** ● **individual visit with counselor**

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

- 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: What is the designated time for Explicit SEL Instruction?

- SEL time will be scheduled for the first 15 minutes of the day utilizing the Second Step curriculum.

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

- 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	**Be Prepared**	**Be Responsible**	**Be Respectful**		
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 4. Always walk and exit quietly**	**1. Keep hands, feet, objects, unkind words, and food to yourself 2. Chew with your mouth closed 3. Watch your voice level (low)**		
Restroom	**1. Exit the classroom in a straight line. 2. Walk directly**	**1. Play in designated areas. 2. Walk the designated course**	**1. Keep hands, feet, objects, and unkind comments to self. (No hitting, pushing,**		

	to the playground.	**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.**	**kicking, or name calling)**		
Bus	**1. Have an appropriate clip. 2. Make sure the 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 back pack.**	**Take care of yourself and others. Pay attention to your stops. Stay in the assigned seat. Keep the bus clean.**	**Use kind words and actions. Listen to the bus drivers and bus aides.**		
	1. Level 1 voice	**1. Carry book sack**	**1. Walk in a straight**		

	after exiting bus/car when walking to designated area	**on back, hold other items**	**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:
-Review template of Parkview's behavior expectations with the teachers during beginning of the year Inservice
-Classroom teachers will review with the students beginning on the first day of school
-Admin will review different rules daily on the morning announcements beginning on the first day of school

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.

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*
Topics such as the calendar and home-school partnerships will be shared with the parents in such activities as: • **Open House** • **Meet and Greet** • **Monthly Newsletters and School Calendar** • **Class Connect** • **Consistent and Clear Communication** • **Postage**	**Classroom Teachers; admin; school counselor**	**Aug.-May 2027**	**Students understanding of SEL and the rules, routines and procedures**	**Decrease in social emotional disturbances, behavior trackers, referrals, suspensions** **Parent sign-in sheets**	**Title 1** **$200.00**
Monthly PBIS Events / Monthly PBIS Panther Pride Friday	**Admin; PBIS lead; PBIS team**	**Aug.-May 2027**	**Monitor Behavior Trackers, Referrals, Suspensions (PBIS Roster)**	**Decrease in behavior trackers, referrals, suspensions**	**PBIS Fund**
LEAP and DIBELS workshops for parents will be conducted and test-prep material and	**Classroom Teachers; admin; school**	**Aug.-May 2027**	**workshop feedback**	**Parent sign-in sheets, survey**	**Title I**

strategies will be distributed.	**counselor** **Summer Review workbooks**			**feedback**	**$3,664.00**

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

MTSS Plan Overview	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.

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*
SEL	**School counselor and SEL specialists**	**August Fall Semester**	• **How to implement the SEL curriculum** • **How to integrate SEL into academics**	**-Decrease in social emotional disturbances** **-SEL Assessments**	
Academics	**Administration; Faculty and Staff**	**Fall Semester**	• **Using the Dibels on-line system to identify intervention groups and provide specific interventions to students based on their needs.** • **Using**	**-PLC Data Meetings** **-Writing Samples** **-Illuminate / CFA**	

			Amira, iReady and Zearn to address students skill deficits		
Behavior	**Administration; PBIS Lead; PBIS Team**	**Fall Semester**	• **How to use De-Escalation Techniques to Reduce/ Redirect Students misbehavior**	**Decrease in behavior trackers, referrals, suspensions**	

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*
5th grade attends Middle School review days	Administration; Middle School Administration; 5th Grade Teachers	August - May 2026	-Surveys from the students	-Identifying how many students attend each middle school the students visit, sign-in sheets	
Middle Schools visit Parkview Elementary School	Administration; Middle School Administration; 5th Grade Teachers	August - May 2026	-Surveys from the students	-Identifying how many students attend each middle school that visits Parkview, sign-in sheets	