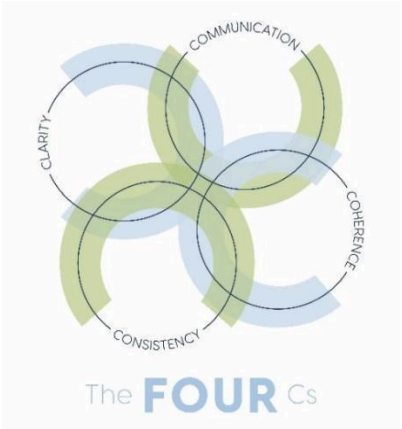




East Baton Rouge Parish School System
Schoolwide Plan
Broadmoor Elementary School

Grades: Pre-K-5th Grade
Address: 9650 Goodwood Blvd.
Baton Rouge, LA 70815
Principal: Kalan A. Jones
Phone Number: (225) 925-0343
Email: kjones5@ebrschools.org
Website:https://ebrschools.org/schools/broadmoorelementary/

2026 - 2027

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District Assurance

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

  (Component 1): Comprehensive Needs Assessment

  (Component 2): Evidence-Based Strategies

  (Component 3): High Quality and On-going Professional Development

  (Component 4): Strategies to Increase Parent and Family Engagement

  (Component 5): Early Childhood Transition

  (Component 6): Teachers Participate in Decision

  (Component 7): Timely Assistance and Interventions

  (Component 8): Coordination and Integration of Federal, State, and Local Services and Programs

  (Component 9): Teacher Recruitment and Retention

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

Principal:	Date 7/30/2026
Executive Director:	Date

Faculty and Staff Review

Date	Name	Position	Signature
10/14/2026			
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Louisiana's Goals and Priorities

Educational Priorities

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

Six Critical Goals

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

Louisiana Believes:

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

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

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

School's Mission

Broadmoor Elementary School is committed to providing students with the necessary knowledge, skills and values to not only transition to middle school but also to successfully become college and career-ready.

School's Vision

Broadmoor Elementary School seeks to create an engaging learning environment that encourages high expectations for success through targeted instruction by teachers and partnerships with home and community!

Instructional Leadership Team

What are Instructional Leadership Teams (ILTs)? ILTs are led by the school principal and supported by system-level leadership in design and function. They play an important role on campuses in supporting student and educator success.

An established Instructional Leadership Team meets weekly around

- Improving classroom instruction through analysis of student and teacher data,
- Incorporating best practices for high-impact leader actions, and
- Providing teachers with regular, high-quality feedback and support through an observation/feedback cycle.

The school's ILT comprises school administrators and designated personnel who have roles and responsibilities as ILT members. Each school should appoint a team member based on the context of that school. Teacher leaders, department heads, literacy mentors, math mentors, interventionists, master teachers, mentor teachers, and content leaders are all examples of personnel who may be included in an Instructional Leadership Team's composition.

District Sample Long-Range Plan

(Current ILT Long-Range Plan)

ILT Members				
ILT Meeting Date and Time: Thursdays from 8:30-9:30				
Principal	Assistant Principal	Assistant Principal	Instructional Specialist	Magnet Coordinator
Kalan A. Jones	Gia Washington	Jennifer Stewart	Francesca Keener	Courtney Holden

Data Types

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

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

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

Comprehensive Needs Assessment

SY 2025-2026 Schoolwide Planning

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

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
579	375	45	29	129	99(Inc. PreK)		50	108	30
Percentage	64.7%	7.8%	5%	22.3%	17%		86.3%	19%	0.05%

School Performance Score				
2018-2019 SPS Letter Grade: D	2021-2022 SPS Letter Grade: D	2022-2023 SPS:59.5 Letter Grade: D	2023-2024 SPS: 60.2 Letter Grade: C	2024-2025 SPS:64.2 Letter Grade: C
(LDOE + type the year you need) Assessment Index Score				
2018-2019 SPS Letter Grade	2021-2022 SPS Letter Grade	2022-2023 SPS: 43.4 Letter Grade: F	2023-2024 SPS:43.4 Letter Grade: F	2024-2025 SPS:__ Letter Grade:___
Progress Index Score				
2018-2019 SPS Letter Grade	2021-2022 SPS Letter Grade	2022-2023 SPS:83.5 Letter Grade:B	2023-2024 SPS:89.9 Letter Grade:B	2024-2025 SPS:____ Letter Grade:____

Pre-Kindergarten EOY Data (delete if not needed)							
	Skill Objective	**% Below Expectations**		**% Meeting Expectations**		**% Exceeding Expectations**	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
TS GOLD Measure	**Objective 15** Demonstrates phonological awareness, phonics skills, and word recognition*)*	20%		78%		2%	
	Objective 16 Demonstrates knowledge of the alphabet	3%		72%		25%	
	Objective 17 Demonstrates knowledge of print and its uses.	5%		95%		0%	
	Objective 18 Comprehends and responds to books and other texts	11%		88%		2%	
	Objective 19 Demonstrates writing skills	3%		91%		6%	
	Objective 20 Uses number concepts and operations						

K-3 Literacy EOY Data (in %) (delete if not needed)									
	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
DIBELS	Grade K-87	**52 (60%)**		**13 (15%)**		**10 (11%)**		**12 (14%)**	
	Grade 1-83	**42 (51%)**		**11 (13%)**		**23 (28%)**		**7 (8%)**	
	Grade 2-81	**38 (46%)**		**11 (14%)**		**24 (30%)**		**8 (10%)**	
	Grade 3-84	**34 (40%)**		**14 (17%)**		**22 (26%)**		**14 (17%)**	

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025

Behavioral Data					
ISS %		**Suspension to Alternative Site %**		**Expulsion %**	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
	0.3%		6.5%		0.2%

Part 1: STRENGTHS

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

	STRENGTHS	DATA SOURCE/INSTRUMENT
1.	Broadmoor grew 0.7 points from 59.5 D to 60.2 C SPS	2024 School Performance Score
2.	46% of students in 2nd Grade were on level and above	DIBELS MOY
3.	Economically disadvantaged students scored the highest out of all subgroups; 18% proficient	LEAP 2025

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

Contributing Factor: The district incentive to implement Louisiana State Standards with fidelity	
Instrument(s): Compass, Classroom Walkthroughs	
Data Type: 1. Behavioral 2. Archival 3. Attitudinal	**Findings** 1. According to COMPASS observations, teachers were proficient in implementing the 5 components of COMPASS 2. According to 2024 parent and student surveys, teachers have high expectations for students. 3. According to current walkthrough data, teachers are implementing small group instruction and providing interventions with targeted students.

Contributing Factor: Broadmoor Elementary School provides an environment that is conducive to learning	
Instrument(s): PBIS Data	
Data Type: 1. Archival 2. Attitudinal 3. Cognitive	**Findings** 1. According to PBIS data analysis, referrals to the office have decreased since the school-wide implementation of PBIS 2. According to teachers that were survey, 100% indicate that “our school feels safe.” 3. 43% of 3rd graders scored On and above level DIBELS assessment (this includes economically disadvantaged students and ELL)

Contributing Factor: Broadmoor Elementary incentive to implement a school wide writing plan
Instrument(s): LEAP 2025

Data Type:	Findings
1. Cognitive 2. Cognitive 3. Cognitive	1. 55% of students scored “Weak” in Expressing Mathematical Reasoning 2. 34% of 5th grade students scored “Strong” or Moderate in Writing. 3. 32% of 4th grade students scored “Strong” or “Moderate” in Writing.

Part 2: WEAKNESSES

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

	WEAKNESSES	DATA SOURCE/INSTRUMENT
1.	-18% 3rd Grade Science (Decrease from previous year)	LEAP 2025 Data
2.	5% Proficient for English Language Learners	LEAP 2025
3.	67% of Kindergarten students scored below and well below.	DIBELS MOY 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 implementation of curriculum	
Instrument(s): Walkthrough Form	
Data Type: 1. Observational 2. Observational 3. Observational	**Findings** 1. Novice teachers unfamiliar with the curriculum 2. Teacher absences, less instructional days for students 3. Not teaching with fidelity

Contributing Factor: No use of writing plan/curriculum	
Instrument(s): ILT	
Data Type: 1. Curriculum knowledge	**Findings** 1. No explicit writing curriculum

Contributing Factor: Limited small group implementation
Instrument(s): Walkthrough Form

Data Type:	Findings
1. Observational 2. Observational 3. Observational	1. Novice teachers unfamiliar with small groups 2.Not implementing with fidelity

Schoolwide Goals

% of Students GROWING	Current %	Goal % (+5)	% of PROFICIENT Students	Current %	Goal % (+5)	% of High School Students THRIVING	Current %	Goal %
Math	37.8	42.8	Math	21.9	26.9	Graduation Rate		
English	49.6	54.6	English	23.9	28.9	Read based on a nationally recognized exam		
Math growth for the lowest 25% of students	37.9	42.9	Science	12.2	17.2	Accelerated into college coursework, career training, or service		
English growth for the lowest 25% of students	50	55	Social Studies	7.7	12.7			
English Language Acquisition (ELL)	30.2	35.2						

Overall Goal: By the end of the 2025-2026 school year, SCHOOL NAME SPS will increase from XX to XX as measured by Louisiana's Accountability System.

CORE ACADEMICS - ELA	**Tier 1 Resources: Guide books and EL Curriculum**		
Student Achievement	**Exemplary Customer Service**	**Operational Excellence**	**Employee Development**

School Literacy Plan

(Elementary and K-8 Schools)

AMBITION

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

ELA Focus Area	ELA: The overall weakness in English Language Arts is in reading fluency due to a lack of phonemic awareness skills
DIBELS Focus Area	3rd Grade Students
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from XX to XX on the Spring 2026 DIBELS EOY Assessment for the 2025-2026 school year.
ELA SMART Goal:	The ELA Assessment Index will increase from XX to XX on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.

AFFIRMATION

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

Areas of Progress:

ANALYSIS

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

School's Priority:
Student Learning Problem:
Root Cause & Supporting Data:
Student Impact:
Educator Professional Learning Needs:

ACTION STEPS
Actions Steps & Progress Indicators

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
Observational	ILT Team Teachers District Support	Aug-May			
PLC planning meetings	ILT Team Teachers District Support	Aug-May			
Side-by-side coaching	ILT Team District Support	Aug-May			

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

AMBITION

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

Math Focus Area	Based on current data trends, it has been determined that Addition, Subtraction, and Problem Solving for grades K-2 and Expressing Mathematical Reasoning, Modeling in Mathematics, and Problem solving/single step and multi step word problems for grades 3-5 will be the area of focus school wide.
Math SMART Goal:	The Math Assessment Index will increase from 41.2% to __ on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.

AFFIRMATION

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

Areas of Progress: Weekly PLCs that are focused on instructional planning, pacing of lessons, and job embedded professional development. Walkthroughs and feedback provided to teachers on instruction by school administrators and the math coach. Schoolwide implementation of the RDW math strategy to deconstruct math word problems.

ANALYSIS

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

School's Priority: Students school wide struggle with number sense and critical thinking.

Student Learning Problem: Students in grades K-2 struggle with addition and subtraction and problem solving and those in grades 3-5 struggle with reasoning abstractly as well as modeling math problems and explaining their thinking.

Root Cause & Supporting Data:
The root cause of the student learning is:

- Limited Development of Conceptual Understanding: Little to no foundational Number Sense, understanding of numbers and their relationships. Too much emphasis on procedural skills (solve the problem quickly) and not enough opportunities to build the understanding of the concepts.
- Lack of Number Fluency: Students may struggle with knowing basic number facts and without fluency in these basic concepts, they may have trouble with addition and subtraction. Students need practice mentally manipulating numbers so they can solve problems quickly and efficiently.
- Limited exposure to concrete and representational learning: Not enough use of manipulatives and hands-on learning. Limited opportunities for drawing pictures or models to show their thinking.
- Mathematical Vocabulary and Language: Students need the necessary vocabulary to express their ideas and thinking, without the correct math vocabulary and language, students will have difficulty verbalizing their thoughts or reasoning and will not be able to write them either. They need to be explicitly taught how to explain their thought process in mathematical terms.
- Inconsistent or Limited Instructional Approaches: Limited opportunities for student discourse (engaging in mathematical discussions with their peers). Instruction is often teacher-centered, so students may not get enough opportunities to engage actively in problem-solving, modeling, or explaining their thought processes.
- Instructional Gaps: Students need connections of concepts from one grade level to the next. A lack of this connection can prevent students from mastering foundational skills needed for more advanced abstract thinking.

Student Impact: If the school successfully addresses the areas of focus, the expected student impact would include:
<u>Grades K-2</u>

- Stronger Mathematical Foundation: Students will develop a deeper understanding of numbers, how they relate to one another, and how to manipulate them. This lays a solid foundation for more advanced mathematical concepts in later grades.
- Enhanced Problem-Solving Skills: Students will develop the skills to break down both single-step and multi-step problems into manageable parts, improving their ability to solve complex problems in an organized and logical manner.
- Improved Academic Performance: Students who have a solid grasp of number sense and can solve problems effectively, will likely see improved scores on math tests and assignments.
- Better Critical Thinking and Reasoning Skills: Problem-solving encourages students to think critically, evaluate different solutions, and use reasoning skills to reach an answer. These skills extend beyond math to other areas of their education and life.

Grades 3-5

- Better Problem-Solving Skills: Students would be better able to break down complex problems by analyzing each step, recognizing patterns, and using logical reasoning. This enhances perseverance and critical thinking.
- Stronger Conceptual Understanding: Students would develop a deeper understanding of math and will be able to better understand the "why" behind the math and not just memorizing procedures. They will also learn to make connections between different mathematical concepts.
- Enhanced Mathematical Communication: Regularly expressing their thoughts using mathematical vocabulary helps students internalize it, improving their ability to articulate their thought process clearly, both verbally and in writing. This enhances their communication skills and strengthens their understanding and use of terms in problem-solving and discussions.
- Better Retention of skills: When students are encouraged to model problems and explain their reasoning, they develop a deeper understanding of the material, which can lead to better retention over time. This deeper understanding allows students to remember mathematical principles and strategies for longer periods and use them effectively when needed, thus closing instructional gaps.
- Improved Performance on Assessments: Students are often tested on both their computational skills and their ability to solve complex problems. A focus on expressing reasoning and problem-solving will likely translate to improved scores on such tests, as students can clearly demonstrate their thinking process.

Educator Professional Learning Needs: Educators need targeted professional learning in content knowledge and skills as well as instructional methods to support the student learning problem. This could include:

For Administrators:

- Understanding the importance of number sense and fluency.
- Data-driven decision-making for monitoring progress and identifying at-risk students.
- Creating a school-wide numeracy plan that prioritizes early number sense and intervention programs.
- Leadership in fostering a school-wide numeracy culture: Administrators need to lead efforts to emphasize basic number sense, reasoning skills, and conceptual understanding.
- Data analysis skills: Administrators should be trained to analyze assessment data and identify specific gaps in expressing mathematical reasoning, modeling, and application.
- Supporting professional development: Administrators should be prepared to allocate time and resources for ongoing teacher professional learning and provide tools for monitoring progress.

For Teacher Leaders:

- Building capacity for the understanding of number sense, mastering math strategies, and problem solving approaches.
- Facilitating targeted professional development: Teacher leaders should learn strategies for modeling and supporting effective mathematical reasoning, mathematical discourse, and problem solving strategies.

- Coaching and mentoring peers: Teacher leaders should be equipped with coaching strategies to help teachers refine their instructional practices around these areas.
- Collaboration and curriculum alignment: Teacher leaders need to guide teachers in aligning instruction across content areas to promote consistent practice of reasoning, modeling, and problem solving.

For Teachers:

- Differentiated instruction: Teachers need training on differentiating math instruction to meet the needs of diverse learners, including those who need extra support and those who are ready for more challenging tasks.
- Building conceptual understanding: Teachers should be trained to use concrete materials, visuals, and representations (e.g., base-ten blocks, number lines, bar models) to help students internalize mathematical ideas.
- Effective use of questioning: Teachers need strategies for asking probing questions that encourage students to articulate their reasoning and deepen their understanding.
- Promoting mathematical language and reasoning: Teachers need professional learning on how to encourage students to express their mathematical thinking clearly using appropriate vocabulary. This includes both oral and written explanations, and strategies for developing language skills in mathematics.
- Encouraging peer discussions: Teachers need strategies to create a classroom culture where students can share their thinking, listen to others, and engage in constructive mathematical dialogue.
- Formative Assessment and Feedback: Teachers need to learn how to identify where students are in their mathematical development and adjust instruction accordingly. Teachers need professional learning on how to give specific, constructive feedback that helps students understand their mistakes and correct misconceptions. Feedback should encourage growth and help students refine their reasoning and problem-solving skills.

ACTION STEPS
Actions Steps & Progress Indicators

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
RDWW Teachers will incorporate district-wide RDW math strategy to teach Problem Solving and Constructed Response skills by focusing on students justifying	ILT Team Teachers District Support	2025-2026	District Showcase Tasks	District Provided Rubric	

their thinking and expressing mathematical reasoning daily.					
Differentiated Instruction and Small Groups Teachers will differentiate instruction by modifying instructional activities to meet the needs of all students as identified by assessments. Student Discourse Using Academic vocabulary orally and in written formats Classroom teachers will provide whole group and small group instruction to focus on skills that need to be re-taught. Tier 2 and Tier 3 students will be the focus of small group instruction. All students will complete Zearn lessons weekly. (3 lessons/90 mins weekly)	ILT Team Teachers District Support	2025-2026	Small Group Trackers Zearn Trackers	Progress Monitoring	

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

AMBITION

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

Science Focus Area	
Science SMART Goal:	The Science Assessment Index will increase from XX to XX on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.

AFFIRMATION

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

Areas of Progress:

ANALYSIS

- What is the priority?
- What student learning problem needs to be addressed to attain the goal?
- What is the root cause of this student learning problem? What data supports this hypothesis?
- What is the student impact if you attain this goal?

● What professional learning is needed for administrators, teacher leaders, and teachers?
School's Priority:
Student Learning Problem:
Root Cause & Supporting Data:
Student Impact:
Educator Professional Learning Needs:

<u>ACTION STEPS</u>
Actions Steps & Progress Indicators

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

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

AMBITION

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

Social Studies Focus Area	
Social Studies SMART Goal:	

AFFIRMATION

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

Areas of Progress:

ANALYSIS

- What is the priority?
- What student learning problem needs to be addressed to attain the goal?

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

School's Priority:

Student Learning Problem:

Root Cause & Supporting Data:

Student Impact:

Educator Professional Learning Needs:

ACTION STEPS
Actions Steps & Progress Indicators

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

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

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

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

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

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

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
SEL (*What professional development is needed to ensure faculty members can implement the MTSS plan?* o SEL o Academics o Behavior					

MULTI-TIERED SYSTEM OF SUPPORT

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

SEL Foundation for MTSS Success

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

For the 2025- 2026 school year, schools will be asked to select one component from two different focus areas that have been highlighted

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

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

Indicator Focus Area 1:		**Indicator Focus Area 2:**	
S		**S**	
M		**M**	
A		**A**	
R		**R**	
T		**T**	
I		**I**	
E		**E**	
Goal Statement:		**Goal Statement:**	

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	
Tier II	
Tier III	

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

Scheduling Mandatory: What is the designated time for Explicit SEL Instruction?

How will time be scheduled for PLCs/Grade or Content Teams?

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

Behavior Expectations Matrix

Enter one schoolwide behavior expectation in each section of row two. Then describe what the behavior should look like in each of the locations found in column one.

Locations	Behavior Expectations				
Classroom	Students are actively engaged; seated at individual desks and in their own chair, tracking the teacher at all times.				
Hallway	Students are facing the front walking on the grey line to the far right of the hallway; they are also listening for the classroom teacher's directives.				
Cafeteria	Students walk slowly and quietly through the cafeteria, receive their plate and sit at lunch table; they are to eat, clean up their area, throw their plate away and walk quietly to get in line.				
Restroom	Students are facing the front walking on the grey line to the far right of the hallway; they are also listening for the classroom teacher's directives. They wait in line while 4 students use the restroom, then report to the end of the line.				
Arrival/ Dismissal/Bus &	Students are facing the front walking on the grey line to the far right of the				

Car	hallway; they may walk to the cafeteria for breakfast or straight to class- arrival. During dismissal, they utilize "Silent dismissal," wait for their name of bus to appear on the screen then escort themselves to the correct location.				

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

Expectations have been shared with classroom teachers and are expected to explicitly modeled and reviewed daily.

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

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
Schoolwide communication-Class Dojo, website, social media, monthly calendars	K. Jones, Principal G. Washington, AP J. Stewart, AP F. Keener, Math Coach C. Holden, Magnet Coord.	August 2025-May 2026	Various Platforms	Various announcements per platform	**N/A**
Meet & Greet/Open House	K. Jones, Principal G. Washington, AP J. Stewart, AP Classroom Teachers	August 2025	Operational Planning calendar	Event Agendas	**N/A**
Quarterly Parent Meetings	K. Jones, Principal G. Washington, AP J. Stewart, AP Classroom Teachers	August 2025-May 2026	Operational Planning calendar	Event Agendas	**N/A**

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 in our back-to-school parent meeting student orientation, and in our school policy, rules, and regulations.
Academic Programs & Interventions	Students who are being provided intervention services or plans will have a letter sent home explaining what is happening with their child. ● We will follow the RTI Tiered Model for academics ● SBLC will be utilized to address student needs

	● We will monitor the academic progress of students every four and a half (4.5) weeks ● 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	● A weekly update on SEL topics and Expectations will be sent home to parents and through the use of Class Dojo ● 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 that are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.		
Student Achievement	**Exemplary Customer Service**	**Operational Excellence**	**Employee Development**

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	***Person(s) Responsible***	***Timeline***	***Progress Monitoring***	***Documentation (Success Criteria)***	***Funding Source***
Support from Mentor Teachers	F. Keener, C. Holden-Mentor Teachers	August 2025-May 2026	Weekly meetings to determine progress towards recruitment	Recruiting agendas/posts	N/A

Transition to Next-Level School Programs

Choose Appropriate Level

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

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
As a magnet school, Broadmoor Elementary will implement the "Middle Magnet Mashup,"where all magnet middle schools in the district will visit to recruit of 5th Grade students	Courtney Holden, Magnet Coordinator	Fall 2025	Ongoing	Collaborative Planning meetings with agendas, sign in sheets, evaluation and feedback forms.	Magnet

Academic Intervention

Schools with Academic Intervention Labels

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

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

AUS Status - UIR

Overall Vision and Goals

- In this section, you will explain the coherent, aligned vision for your school, how you determined it, and how you will know if you are moving towards that vision.

Describe the data analysis and needs assessment process that was used to inform the school's vision and goals.
Upon reviewing 24-25 LEAP data, ELPT data, MOY & EOY DIBELS data, LEAP 360 Assessments as well as, report cards,formative assessments, intervention data and analysis of walk-through data, Broadmoor Elementary's goal was created. The analyzation of data occur during routine Instructional Leadership Team Meetings, then was funneled into weekly Professional Learning Committee meetings with the staff, as well.
Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned with the vision and needs. ● *Stakeholders should include, at minimum, the administrator, teachers, paraprofessionals, parents, and members of the community.*
● District Support- selects best Tier 1 curriculum, designs instructional calendar and provided routine feedback on schools working towards their goal ● Instructional Leadership team- (We go "first" in the learning.) Review/analyze data, determine trends and best strategies to instruct teachers ● Teachers- Implement Tier 1 curriculum, targets small groups of students with similar deficits to close gaps
If applicable, describe how the plan is coordinated and aligned with your schoolwide budget and parental involvement budget.
● These budgets directly correlate with the schoolwide goals through the funding of afterschool tutoring, parent meetings, professional development for staff and resources to assist students in need.

Effective Workforce

- In this section, the school will identify the strategies to raise the performance of educators that will be used to address gaps and meet the plan's goals.

What is the school's theory of action around an effective workforce? Include a description of the strategies that will be utilized to strengthen educators' instructional practices. Additionally, include the role of the instructional leadership team and teacher collaborations within the theory of action. *(NIET Process)*

- NIET's model begins with the Instructional Leadership Team being the "first learners and doers." This means, ILT members are the first to determine the following: 1) Need, 2) Learn, 3) Develop, 4) Apply and 5) Evaluate all according to analyzed-data.
- While completing this process, Norms will be established that we must maintain a professional learning environment for all staff, encourage collaboration across the entire grade level, provide continued professional development (school and district level), mandate that all conversations are circled around set expectations for effective instruction and data-driven.

What changes do you plan for your approach to talent building for leadership and educators to achieve the vision outlined above, and how are they informed by your analysis of qualitative and quantitative evidence in your needs assessment?

There will be several opportunities for talent building that includes being informed by both qualitative and quantitative data.

- ILT following the NIET structure to determine the Need, Learn and best practices to apply new learning
- PLCs to implement new learning from NIET model; teachers share effective instructional practices
- District-provided professional development
- Side-by-side coaching; immediate feedback from instructional leaders and admin
- Regular training and workshops on research-based instructional strategies aligned with the school's goals.
- Targeted intervention, especially for subgroups that have contributed to CIR status- African American, ELL, ESS

What is your school's plan to ensure strong leadership over the next three years? This includes maintaining an effective principal, supporting other key leadership roles, and building the capacity of future leaders.

- Rigorously Implement NIET process- The principal and the leadership team have taken the direct guidance from NIET support staff with great prestige. We have and will continue to utilize collaborative meetings with district staff and NIET support members, immediately implement the process and share that new learning with the staff.
- Proudly utilize additional administrative support-The principal will utilize three additional forms of on-site coaching- 1) Dr. Spinelli- assigned per Superintendent, 2) Katie Blunshi-assigned per Superintendent, 3) Kristen Parker/ANET coaching
- Routine exposure and high expectations for leadership- ILT will continue to make data-informed decisions, that reflect the school's goals

What steps is your school taking to retain effective educators?

In order to retain effective educators, we will

- Encourage the attendance district-provided professional development to better feel supported with Tier 1 curriculum

- Provide side-by-side coaching; immediate feedback from instructional leaders
- Assign teachers 0-2 years a Mentor Staff member for guidance
- Continue to build school culture and have a welcoming/safe environment where staff is encourage to grow professionally

How is your school developing and helping educators who need support to improve? For example, how will you leverage high-quality professional learning (teacher collaboration) and observation and feedback cycles?

- Teachers that are in need of support to improve will have a direct Mentor that will provide one on one instructional support. During this time the mentor will review best teaching practices, model effective instruction, and schedule routine, bite-sized observation and feedback cycle to discuss glows, grows and next steps.

How is your school selecting strong, moderate, or promising evidence-based strategies for educators and determining strategies based on the conclusion of the needs assessment?

- Evidence-based strategies are determined while following the NIET process. Once the team determines the needs according to data, the IL Team engages in discussion centered around mentoring teachers. Then, teacher collaboration is used to review student deficits, strategize on best practices according the need, then quickly implement routine observation and feedback to gage the effectiveness of the strategy.

How is your school identifying and creating key positions to support school improvement and academic achievement?

- Targeted support/interventionists have already been identified to tackle select content and close gaps with specific groups.
- Additional observation of staff members that present natural leadership qualities, will receive additional guidance and support to continue to cultivate their abilities and grow them professionally.

Instruction

- In this section, by investing in resources aligned to school needs, building educator capacity, and using evidence-based instructional strategies how will you ensure all students are prepared for success in college and career?

What is the school's theory of action in ensuring that adults are effective instructional leaders and students are receiving and demonstrating evidence of high-quality instruction?

- Implementation of High Quality Instructional Material is mandated and supported through continued professional development
- Leadership team members are used to analyze teachers' analyzed, annotated lesson plans to determine any areas are improved, provide the feedback to directly impact effective instruction
- Routine Observation and Feedback

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

- Interventions-Once analyzing data, teachers will be instructed to create small groups to target select students with similar deficits.

How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively?

- Instructional Leadership team will provide initial modeling and demonstrate how to effectively implement best instructional approaches
- Routine Observation and Feedback will ensure that it is implemented in a timely and effective manner.

How is your school planning to expand its instructional approach across all classrooms to ensure it has the greatest impact and can be sustained over time?

- Cluster Goals
- Schoolwide Plan
- NIET Agenda

Our school will begin with identifying portions of the school year that we would like to focus on a set skill. From there the schoolwide plan will allow us to plan out on a monthly basis, how we will implement the Cluster goal. Finally, by identifying the need for a given ILt meeting and/or PLC meeting, the Leadership team can identify what will be the focus/new learning for a given meeting. This bite-sized plan ensure success-to-master a given teacher goal and gives the teachers a better opportunity to form the greatest impact on students.

How is your school selecting strong, moderate, or promising evidence-based strategies, and determining strategies based on conclusions of the needs assessment?

- All decisions are collaborated on with the Leadership team. They are all data-driven decisions for the selection of best strategies; this includes by not limited to state, district and classwide assessment, attendance and any behavior challenges.

System Supports

What is the school's theory of action around structural configuration and how will it reinforce and facilitate the work you are doing in effective workforce and instruction?

- Our theory is that teachers need routine support in the implementation of Tier 1 curriculum, data analysis, resources, and strategic coaching to improve instruction. Combining these directly supports students' growth.

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

- Twice a week teachers meet for Professional Learning Committee meetings where they are able to work as a grade level team along side the leadership team, engaging and supporting each other in on-going discussions about best practices and closing gaps.

How is your school selecting strong, moderate, or promising evidence-based strategies?
● After observation and feedback cycles, the ILT can determine if select strategies are needed as a schoolwide intervention tool or if it is grade-level based or for select teachers. Professional development assisting teachers with impacting students will be sustained through the school year, while gathering evidence that the strategies selected are strong for our different type of learners.
How is your school determining strategies based on themes from the needs assessment to meet projected short- and long-term goals?
● Our school will begin with identifying portions of the school year that we would like to focus on a set skill. From there the schoolwide plan will allow us to plan out on a monthly basis, how we will implement the Cluster goal. Finally, by identifying the need for a given ILt meeting and/or PLC meeting, the Leadership team can identify what will be the focus/new learning for a given meeting. This bite-sized plan ensure success-to-master a given teacher goal and gives the teachers a better opportunity to form the greatest impact on students.

Critical Categories

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

How is your school establishing or continuing internal routines?
● Our school will begin with weekly Leadership Team meetings. During these meetings, the Leadership team will be responsible for reviewing the schoolwide plan, cluster goals and reporting out on observation data/student data collected to justify we the school C & TSI plan is achieving its intended outcomes. Secondly, established Teacher-centered collaborative planning, twice a week, will also establish routine check-ins for curriculum support, reiterate goals according to the schoolwide plan and allow space for stakeholder engagement.
How is your school establishing or continuing routines with stakeholders?
● Monthly, stakeholders will receive a school calendar and flyer informing them of important school information ● During the month, ILT will use Social Media pages-Instagram, Facebook School App and Class Dojo to keep stakeholders routinely engaged & informed
How is your school conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising the schoolwide plan?
● Due to ILT at Broadmoor implementing “Clusters,” as a way to guide our focus, along with constantly meeting as a team to ensure implementation of Schoolwide plan, revisions are made throughout the year as student data is reviewed to determine effectiveness

How is your school making the schoolwide plan available to teachers, paraprofessionals, parents, and the public in a form that is understandable and uniform, to the extent practicable and/or required by Louisiana law, provided in a language that the parents understand?
● The schoolwide plan is shared at Open house, parent and staff meetings, and shared on the school website.
How is your school structured for sustainability, including how the school will coordinate and integrate the activities outlined in this plan with other federal, state and local services, resources and programs (i.e. other federal grant programs, health and nutrition programs, culture/climate programs, career and technical education programs)?
● Broadmoor Elementary's Schoolwide plan includes opportunities for professional growth for teachers, intervention for students, areas for engagement of stakeholders and best ways to increase student achievement, all of which can still be maintained and sustained alongside other programs. Our budget(s) allow us support these initiates in every way.