East Baton Rouge Parish School System
School Improvement Plan
Wildwood Elementary School

Pre-K - 5th Grade

444 Halfway Tree Road
Baton Rouge, LA 70810
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2025 - 2026

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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	7/22/25
Executive Director		Date	

Faculty and Staff Review

Date	Name	Position	Signature

Parent and Stakeholder Review

Date	Name	Position (Parent or Stakeholder)	Signature

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

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

School's Vision

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

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.

School Name Long-Range Plan

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

ILT Members			
ILT Meeting Date and Time:			
Michael Butler, Principal	Kim Gordon, Assistant Principal	Alyssa Schexnayder, Gifted Site Coordinator	Joyce Trusclair, Counselor
Katherine Hsu, Teacher			

Data Types

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

Stakeholder	Data Types			
	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

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
474	229	46	49	139		360	24	94	0
Percentage	48.23	9.71	10.35	29.33		75.95	5.1	19.83	0.0

School Performance Score				
2018-2019 SPS Letter Grade C	2021-2022 SPS Letter Grade B	2022-2023 SPS Letter Grade B	2023-2024 SPS Letter Grade B	2024-2025 SPS B
Assessment Index Score				
2018-2019 SPS Letter Grade D	2021-2022 SPS Letter Grade C	2022-2023 SPS Letter Grade C	2023-2024 SPS Letter Grade C	2024-2025 SPS C
Progress Index Score				
2018-2019 SPS Letter Grade B	2021-2022 SPS Letter Grade A	2022-2023 SPS Letter Grade A	2023-2024 SPS Letter Grade A	2024-2025 SPS A

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)	3%	3%	62%	82%	35%	15%
	Objective 16 Demonstrates knowledge of the alphabet	3%	0%	28%	56%	69%	44%
	Objective 17 Demonstrates knowledge of print and its uses.	3%	0%	90%	100%	7%	0%
	Objective 18 Comprehends and responds to books and other texts	3%	0%	54%	100%	43%	0%
	Objective 19 Demonstrates writing skills	3%	0%	64%	74%	33%	26%
	Objective 20 Uses number concepts and operations	8%	28%	56%	49%	36%	23%

		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**	44%	51%	14%	9%	14%	11%	27%	29%
	Grade 1	36%	18%	15%	8%	26%	26%	23%	48%
	Grade 2	45%	36%	12%	7%	19%	33%	24%	24%
	Grade 3	21%	23%	13%	11%	29%	16%	37%	50%
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

ELPT Data						
Grade Level	**% at Proficient**		**% at Progressing**		**% at Emerging**	
	2023-2024	**2024-2025**	**2023-2024**	**2024-2025**	**2023-2024**	**2024-2025**
Grade K	0%	0%	24%	38%	76%	62%
Grade 1	13%	31%	74%	53%	13%	16%
Grade 2	29%	28%	42%	43%	29%	29%
Grade 3	33%	6%	56%	69%	11%	25%
Grade 4	42%	30%	42%	30%	16%	40%
Grade 5	56%	20%	22%	50%	22%	30%
Overall Percentage	**22%**	**20%**	**46%**	**47%**	**32%**	**33%**

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
2.7	6.1	4.6	1.3	0.2%	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.	3rd Grade Math -LEAP data	LEAP 2024-25 Proficiency Data
2.	ESL Instructional Support Staff	ELPT Proficiency Report 2024-25
3.	3rd Grade ELA -LEAP data	LEAP 2024-25 Proficiency Data

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

Contributing Factor:	
Instrument(s): LEAP 2024 - 2025 Proficiency Data	
Data Type: 1. LEAP 2. LEAP 3. ELPT Student Data	**Findings** 1. Third Grade Math LEAP proficiency data showed a proficiency growth rating from 56% - 71% including basic designation. 2. Third Grade ELA LEAP proficiency data showed a proficiency growth rating from 47% - 65% including basic designation. 3. Students worked to become proficient in a variety of strategies, such as interactive read alouds, visual writing prompts and close reading with text annotations.

Contributing Factor:	
Instrument(s): ELPT	
Data Type: 1. ELPT 2. ELPT 3. ELPT	**Findings** 1. There were 19 out of 108 students (18%) who exited from ELL status in the 2023 - 2024 school year. 2. Students worked to become proficient in a variety of strategies, such as interactive read alouds, visual writing prompts and close reading with text annotations. 3. Wildwood Elementary has the highest ELL subgroup letter grade in the East Baton Rouge Parish School System for 2023-24.

Contributing Factor:	
Instrument(s): LEAP 2024 - 2025 Proficiency Data	
Data Type: 1. Student Work Analysis 2. LEAP 360 3. ELA Illuminate Assessments	**Findings** 1. ELA teachers have been providing students with increased exposure to high-quality, non-fiction texts that require students to comprehend, ask and answer complex questions orally, and give written responses to questions using cited evidence. 2. ELA students have shown an increase in proficiency on the LEAP 360 assessments during the 2023-24 school year. 3. ELA students across all grade levels have shown an increase in proficiency as determined by the Illuminate End of Module assessments during the 2023-24 school year.

Part 2: WEAKNESSES

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

	WEAKNESSES	DATA SOURCE/INSTRUMENT
1.	4th Grade Science	LEAP Proficiency Data
2.	5th Grade Math	LEAP Proficiency Data
3.	Reading Comprehension / Citing Text Evidence	LEAP Proficiency 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:	
Instrument(s): LEAP Proficiency Data	
Data Type: 1.LEAP data 2. LEAP 360 Interim data 3. Instruction/work samples	**Findings** 1. Students need increased exposure to processes and standards of problem solving that require students to demonstrate their ability to apply reasoning and justify their answers mathematically. 2. On LEAP 360 Interim 1, student overall performance on Place Value standard 3.NBT.A.1 was 7 percentage points below the district. 3. Students need more opportunities to "productively struggle" and collaborate as they work and solve application problems.

Contributing Factor:	
Instrument(s): LEAP Proficiency Data	
Data Type: 1. Student Work Samples 2. LEAP 360 3. Instruction	**Findings** 1. Students need increased exposure to non-fiction, high-quality texts that require students to comprehend and respond to questions using cited evidence. 2. On LEAP 360 ELA Interim 1, student overall performance on Reading Standards for Literature RL.3.5 was 10 percentage points below the network. 3. Our students need continued work regarding understanding the "RACE" strategy across all grade levels, particularly in ELA.

Contributing Factor:	
Instrument(s): LEAP	
Data Type: 1. LEAP 2. LEAP 3. Student Work Analysis	**Findings** 1. From last year's LEAP ELA data, 51% of 3rd grade students scored either Approaching Basic (25%) and Basic (26%). 2. Students need increased exposure to non-fiction, high quality texts that require students to comprehend and respond to questions using cited evidence. 3. Students need additional practice with LEAP-like, Part A and B questions, and questions where there are multiple answers or the best answer out of several possible answers has to be selected.

Schoolwide Goals

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %
Math	34%	31%	Math	66%	69%
English	37%	34%	English	63%	66%
Math growth for the lowest 25% of students			Science	58%	61%
English growth for the lowest 25% of students			Social Studies	N/A	N/A
English Language Acquisition (ELL)	33% Emerging 47% Progressing	36% 50%	English Language Acquisition (ELL)	20%	23%

Overall Goal: By the end of the 2025-2026 school year, Wildwood Elementary School's SPS will increase from 81 to 84 as measured by Louisiana's Accountability System.

CORE ACADEMICS - ELA	**Tier 1 Resources:**	Pre-K: Frog Street K - 5 (Gifted): Wit and Wisdom	K -2: Expeditionary Learning (EL) 3rd – 5th: Louisiana Guidebooks
Student Achievement		**Exemplary Customer Service**	**Operational Excellence**	**Employee Development**

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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 3rd-5th: Increase students' LEAP 360scores by 4%. This will be achieved through increased exposure to non-fiction, high-quality texts that require students to comprehend and respond to questions using cited evidence. ELA K - 3rd: Increase students' DIBELS scores by 4%. This will be achieved through small group Skills Block instruction within Microphases, small group Amplify interventions instruction, and increased teacher instructional impact from the Science of Learning LETRS course training.
DIBELS Focus Area	
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 66% to 70% 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: Our ANet scores are showing student growth. The ELA teachers as well as those in other content areas are continuing to provide instruction in Comparing and Contrasting Themes and Topics as well as reading and citing text-based evidence to support quality writing.

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: Our priority is to increase student achievement in letter recognition and letter sound recognition in Pre-K and K, and increase student achievement in phonemic awareness, reading fluency and reading in 1st - 3rd grade. Our priority is to provide students in 1st - 5th grades increased exposure to high-quality, non-fiction texts that require students to comprehend, ask and answer complex questions orally, and give written responses to questions using cited evidence.

Student Learning Problem: The student learning problem is an inability to read fluently, comprehend, find, and cite text evidence. The evidence is based on ANet / LEAP test scores from the prior year.

Root Cause & Supporting Data: The supporting data is based on ANet / LEAP test scores from the previous school year.

Student Impact (Measurable Impact): Educator Professional Learning Needs: Instructional strategies specifically addressing how to comprehend, analyze, and explain. Focused, data-driven PLC's that produce targeted teacher instruction. Walkthroughs with timely feedback and/or conversations.

Educator Professional Learning Needs: Continuing PD in reading techniques and strategies.

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*
Instructional **-After school interventions** **-Tier 1 instructional materials** ○ **Close reading**	**Recognition of students with demonstrated academic performance in**	**Wildwood Faculty and Staff**	**August 2025 - May 2026**	**Grade Distribution Reports**	**Title I Remediation $4, 900.00**

○ **Annotating** ○ **Vocabulary Building** **-Writing Rubrics** **-Chunking the writing process**	**Mathematics.**				**Accountability $** **Title I Paraprofessional $23,203.34** **$150 Title I Planning** **Title I Copier $3935.98 Materials and Supplies $10, 281.28**
Cultural/ Behavioral	**Discussion of the importance of attending school daily.**	**Classroom Teachers**	**August 2025 - May 2026**	**Weekly/Daily Average Attendance Rates.**	
Operational	**Walkthroughs**	**Classroom Teachers**	**August 2025 - May 2026**	**Weekly**	

CORE ACADEMICS - Mathematics	**Tier 1 Resources:**	Eureka K - 5 (Traditional and Gifted)		
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	:Increase students' LEAP 360 scores by 4%. This will be achieved through increased exposure to processes and standards of problem solving that require students to demonstrate their abilities to apply reasoning and justify their answers mathematically. Teachers will focus on the content standards identified as weaknesses (Place Value, Comparing Decimals)
Math SMART Goal:	The Math Assessment Index will increase from 70% to 74% 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: Our priority is to increase student achievement in multiplication and division for 3rd grade, and increase student achievement in place value for 4th and 5th grade. Our priority is to improve all student's (PreK - 5th) ability to efficiently solve application problems, fluency

problems, and increase their overall conceptual understanding.	
Student Learning Problem: The student learning problem is the high percentage of students who have mastery in fluently performing basic math operations. This is in connection with math standards and student work samples.	
Root Cause & Supporting Data:	
Student Impact:	
Educator Professional Learning Needs: Continuing PD in math techniques and strategies.	

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*
Instructional **-After school interventions** **-Tier 1 instructional materials** **Eureka Math[2]** **-Tracking CFAs, Unit assessments, and Benchmark assessments on a spreadsheet** **-Zearn for skills building**	**Recognition of students with demonstrated academic performance in Mathematics.**	**Wildwood Faculty and Staff**	**August 2025 - May 2026**	**Grade Distribution Reports**	**Title I Remediation $4, 900.00** **Accountability $** **Title I Paraprofessional $23,203.34** **$150 Title I Planning** **Title I Copier $3935.98**

						Materials and Supplies $10, 281.28
Cultural/ Behavioral		**Discussion of the importance of attending school daily.**	**Classroom Teachers**	**August 2025 - May 2026**	**Weekly/Daily Average Attendance Rates.**	
Operational		**Walkthroughs**	**Classroom Teachers**	**August 2025 - May 2026**	**Weekly**	

CORE ACADEMICS - Science	**Tier 1 Resources:**	**Amplify Science**		
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	Academic vocabulary and reading/analyzing graphs.			
Science SMART	The Science Assessment Index will increase from 58.8% to 62.8% on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school			

Goal:	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: Students gained in the "investigate" category on the LEAP assessment.

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: Improving students' ability to reason scientifically.

Student Learning Problem: Students are not adept at using models, interpreting data, and constructing explanations/solutions.

Root Cause & Supporting Data: The root cause is a possible lack of practice of these principals during instruction; reason scientifically had the lowest average of the three science categories.

Student Impact: Improving these skills will improve student proficiency in science and other subject areas as well.

Educator Professional Learning Needs: None.

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*
Teach 100% of the curriculum to 100% of the students.	Administration, teachers	Yearlong	CFAs, formative	Students score mastery level or	

			assessments, summative assessments	above on the assessments	
Instructional **-Tier 1 instructional materials** ● **Amplify K-8 materials.** ● **Hands on investigations.** ● **Simulators** **Facilitate weekly grade-level/content meetings with teachers in PLCs** ○ **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.**	**Recognition of students with demonstrated academic performance in Mathematics.**	**Wildwood Faculty and Staff**	**August 2025 - May 2026**	**Grade Distribution Reports**	**Title I Remediation $4, 900.00** **Accountability $** **Title I Paraprofessional $23,203.34** **$150 Title I Planning** **Title I Copier $3935.98 Materials and Supplies $10, 281.28**

CORE ACADEMICS - Social Studies	Tier 1 Resources:	LDOE Scope and Sequence Documents		
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	The Focus Area for Social Studies is to increase students' LEAP 360 scores by 4%. This will be achieved through increased exposure to rigorous and grade appropriate texts that require students to demonstrate their abilities to express understanding and justify their answers by citing textual evidence. Teachers will focus on the content standards identified as weaknesses (Citing Text Evidence)
Social Studies SMART Goal:	Wildwood Elementary School will increase student growth in Social Studies by 4% using LEAP 360 assessment data as baseline data. We will monitor progress by analyzing our LEAP 360 data and provide for weekly assessments to reach our LEAP 360 goals. Additionally, we will meet in vertical meetings and provide professional development and coaching for our teachers toward our goal. Teachers will continue to analyze specific task questions in order to have a better understanding of how the standard is assessed. District programs such as Achieve 3000, Amira and Illuminate will also help address standards students aren't proficient in.
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: TBD based due to no LEAP scores for the 2023-2024 school year.	
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: The school's priority is improving student's ability to answer questions and cite evidence based on grade appropriate texts.

Student Learning Problem: Students need more background knowledge and exposure to grade appropriate, non-fiction texts.

Root Cause & Supporting Data: 2024-25 LEAP has not yet been released for analysis.

Student Impact: Addressing the student learning problem would increase student proficiency levels in Social Studies.

Educator Professional Learning Needs: School and District level Professional Development Opportunities

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*
Teach 100% of the curriculum to 100% of the students.	Administration, teachers	Yearlong	CFAs, formative assessments, summative assessments	Students score mastery level or above on the assessments	
Instructional **Inquiry-based instructional strategies increase learners' ability to think critically about the content.**	**Recognition of students with demonstrated academic performance in Mathematics.**	**Wildwood Faculty and Staff**	**August 2025 - May 2026**	**Grade Distribution Reports**	**Title I Remediation $4, 900.00** **Accountability $**

Implement HQIM Social Studies Curriculum: ● **Gallopade** **Student-Centered Learning** ● **Small groups** ● **Turn and talk** ● **Poster and map construction.**					**Title I Paraprofessional $23,203.34** **$150 Title I Planning** **Title I Copier $3935.98 Materials and Supplies $10, 281.28**

Non-CORE Academics	**Resources: Library** Ancillary: library books, search engines, novel sets		
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*
Students will read books independently and in small groups to grow their reading abilities and lexile levels.	**Librarian, ELA teachers**	**Yearlong**	**Charting the number of books and level of books students are reading.**	**Charting - setting individual goals based on lexile and DIBELS levels.**	**Library budget; school budget.**

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
Great Minds Eureka Math Training	Principal	Yearlong	PLC Agendas	Lesson plans, improved student assessments	N/A
Amplify Coaching Visits	Principal	Yearlong	PLC Agendas	Lesson plans, improved student assessments	N/A
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	All teachers will deliver the SEL curriculum during the first 20 minutes of each day.	**S**	Wildwood Elementary School will develop a system of supportive discipline through the use of restorative practices and ensuring a strong MTSS Discipline (PBIS) system is in place campus wide.
M	We will measure success using ReThink Ed data monitoring, student quizzes, observations	**M**	We will measure success by monitoring our available discipline data via the JCampus system.
A	SEL instruction has been implemented in our Social Studies classes via technology devices at the beginning of class. We will be adjusting our instructional schedule to allow for 100% of our faculty to teach lessons beginning during the 2022-23 school year.	**A**	Currently, our discipline data reveals that we do not have major discipline issues at Wildwood Elementary School. Less than 2% of our students are involved in discipline matters that require outside intervention.
R	This goal will be valuable because SEL is a component of our school-wide MTSS plan and addresses the social needs of our students and fosters an environment in which students can build positive relationships with peers.	**R**	We will work to continue to foster a supportive environment where our students feel valuable, included and free to learn from mistakes with an eye toward preventing future problems.
T	● By the end of September all students will pre-test	**T**	● By the end of August 2025, we will have taught our

	with ReThink Ed. ● **By the third week of school we will begin the scope and sequence documents for SEL instruction** ● **Weekly, teachers will focus on one area of the SEL scope and sequence documents to invest in their knowledge of SEL strategies.**		school-wide behavioral expectations to all students. ● **Teachers will receive professional development related to restorative practices by the end of September, 2025.** ● **Using the "Houses" system, we will focus on an area of discipline that our data demonstrates a need for reinforcement.** ● **Our goal is always to see a reduction in discipline issues compared to the year/month prior.**
I	All students will be included in the daily/weekly lessons thus an inclusive environment and culture will be created.	**I**	We plan to create a Student Council during the 2025-26 school year to allow students the opportunity to lead and be involved in issues impacting our school.
E	Implementing SEL skills campus-wide will enable students to identify injustice and identify leaders at Wildwood Elementary School.	**E**	We will monitor our discipline practices to make sure that fairness and equity are the cornerstones of our approach in working with our students.

Goal Statement: During the 2025-26 school year, Wildwood Elementary School will fully implement the SEL instructional plan for 20 minutes each day, using the ReThink Ed technology platform. We hope to see growth in SEL awareness school-wide as well as improvement in SEL assessment scores.	**Goal Statement: During the 2025-26 school year, Wildwood Elementary School will continue to foster an inclusive environment where the implementation of restorative discipline practices enable our students to feel included, valuable and essential on our campus.**

Academic & Behavioral Tiered Supports Defined

Using the information in the district plan, outline what academic and behavioral supports your school will provide. Are there any specific strategies? In addition to what is identified at the district level, please also include what individual campus supports are provided.

Academic Systems	Behavior/Social Emotional Systems
Tier I	
● Curricular resources used: Eureka, EL, Guide Books, Amplify & Wit & Wisdom. ● Instructional Strategies will include TLAC strategies and	● PBIS-School-wide behavior expectations taught the first day/week of school in every classroom. ● SEL-daily lessons during the first 20 minutes of each day using the

Differentiated Instruction
   ○ Scaffolding
   ○ Graphic Organizers
   ○ Flexible Grouping/ Small groups
○ Cooperative Learning
	ReThink Ed platform.

Tier II	

● Using Small groups during the block to deliver targeted assistance
● Use of Smarty Ants, Achieve 3000, and Dream Box as support
● Referral to after school programs
● Strategies we are going to focus on to ensure consistency in delivering Tier II
   ○ Use of Manipulatives
   ○ Use of sentence frames
   ○ Use of Visual Aids
	● iCare-Prevention lessons led by our school assigned iCare representative.
	● Mentoring with the administrative team to include "Check-In/Out documentation
	● Restorative Circles
	● Reset Room SEL implementation
	● Behavior Support Plans for individual students/parents

Tier III	
● Focus on Explicit Vocabulary instruction (foundational gaps) ● Individual or small groups to address individual needs	● Functional Behavior Assessment with Individual Behavior Plans ● ESS Site Facilitator/Behavior Strategist ● Referral to Social Worker or Guidance Counselor ● Tier III lessons

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

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

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

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

Behavior Expectations Matrix

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

Locations	Behavior Expectations				
Classroom	1. Assignments and homework have been completed.	1. Follow the teachers directions.	1. Hands, feet and other objects to self.		
Hallway	1. Have appropriate clip 2. Walk in a straight line	1. Walk to the right side of the hallway with shoulder to the wall. 2. Stay in a straight line. 3. Go directly to your destination. 4. No skipping, running or sliding	1. Voice level zero 2. Hands and arms by the side 3. Hands, feet, and other objects to self.		
Cafeteria	1. Pick up all items on the food line needed for breakfast or lunch 2. Stand behind seat until instructed to be seated by teacher	1. Wash and dry hands 2. Place paper towel in the trash can 3. Pick up trash around your area, and bring tray to trash can when directed 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 to the playground.	1. Play in designated areas. 2. Walk the designated course until the whistle blows. 3. When the bell rings or whistle is blown for the end of recess, immediately FREEZE and have a seat. 4. When Duty Teacher blows a whistle for your grade level, **walk** to your class line, tuck in shirt, tie shoes, and be seated in line facing forward with a Voice Level 0.	1. Keep hands, feet, objects, and unkind comments to self. (No hitting, pushing, kicking, or name calling)		
Bus	1. Have an appropriate clip. 2. Make sure your uniform is in order before returning to class.	1. Flush the toilet and wash hands. 2. Place paper towels in the trash can. 3. Report any problems to your teacher immediately.	1. Wait in the line patiently and quietly 2. Keep hands, feet, objects, and unkind words to self.		
Arrival/ Dismissal	Get to the bus in a timely manner. Keep	Take care of yourself and others. Pay	Use kind words and actions. Listen to the		

	all of your belongings in your backpack.	attention to your stops. **Stay in your assigned seat. Keep the bus clean.**	bus drivers and bus aides.		
	1. Level 1 voice after exiting bus/car when walking to designated area	1. Carry your backpack on your back, hold other items.	1. Walk in a straight line quietly 2. Keep hands, feet, objects, and unkind words to self		

What is your plan to explicitly teach behavior expectations at the beginning of each semester? Please list below:
- **The first day of school all content areas will take one of the expectations and teach its meaning as a part of getting to know you/class building/orientation activities.**

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

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
Open House	**All staff**	**8/26/25**	**PPT presentation, data sharing**	**Sign in sheets**	**Title I Stipend $180.00** **Postage $78.00** **Materials and Supplies $3.042.62 PFE , light refreshments and activity materials**
Literacy Night	**All Staff**	**Winter**	**Data sharing, family activities**	**Sign in sheets**	**Title I Stipend $180.00** **Postage $78.00** **Materials and Supplies $3.042.62**

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

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

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

Community Involvement
How are you going to foster community partnerships to assist with your MTSS Plan? *Please list below*
- We are going https://docs.google.com/document/d/1JXX2M7dVoluB52hQf5YkQHJOX73dPoYd7kStcx_rd5k/edit?usp=sharing to share activities with our school partners and offer them the opportunity to assist us with implementing our SEL plans.
- We will work to increase community involvement in our school

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
Using Frontline for recruiting, interviewing for fit and effectiveness.	**Principal Assistant Principal**	**June 2025 - May 2026**	**Until 100% staffed**		
Wildwood will partner, as appropriate, with the New Teacher Project, LSU, Southern University, Southeastern University of LA, ITeach, or Teach for America in order to meet the school's workforce needs.	**Principal Assistant Principal**	**June 2025 - May 2026**	**Until 100% staffed**		

Transition to Next-Level School Programs

Choose Appropriate Level
> Preschool to Elementary School
> Elementary School to Middle School

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*		
Middle Schools will partner with Wildwood Elementary School to present for our fifth grade students who are transitioning to middle school.		School Counselor		January 2026 - April 2026			Email correspondence

Academic Intervention
Schools with Academic Intervention Labels

Is the school identified as a school requiring academic intervention? NO Academic Intervention Label: N/A

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

AUS Status - N/A

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.
The administration and ILT examined and disseminated data from all available sources (LEAP, DIBELS, etc.) Strengths and weaknesses for individual students and the school as a whole were identified.
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.*
Principal, Assistant Principal, Gifted Coordinator, Teacher, Parents.
If applicable, describe how the plan is coordinated and aligned with your schoolwide budget and parental involvement budget.

Effective Workforce

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

What is the school's theory of action around an effective workforce? Include a description of the strategies that will be utilized to strengthen educators' instructional practices. Additionally, include the role of the instructional leadership team and teacher collaborations within the theory of action. *(NIET Process)*
Teachers will be encouraged to attend professional learning opportunities. The school will provide a substitute for these teachers to continue their professional learning.
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?
All teachers will be offered the opportunity to participate in the leadership process in some form. The interested teachers will be involved in planning, data dissemination, school-wide committees, and selected decision making processes.
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.
The current principal hopes to remain in this position for the next six years. The assistant principal is a strong leader, looking to eventually ascend into the role of principal. Building stakeholders will be empowered through the avenues listed above to engage in the school leadership process.
What steps is your school taking to retain effective educators?
Effective educators are told they are effective and appreciated. These teachers are allowed to remain in their position of choice. If the teacher wishes to move to a different position, this is facilitated, when possible.
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?
Within the building, teachers in need will be coached by the administration and effective teachers. Co-teaching, observing, planning with the effective teacher. Providing substitutes to enable the teacher to seek out professional learning opportunities and to shadow an effective teacher.
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?
By using the data to support Tier One instruction using High Quality Instructional Materials. Teaching 100% of the curriculum to 100% of the students. Teaching to grade level.

How is your school identifying and creating key positions to support school improvement and academic achievement?
Through the data analysis and observation process needs will be assessed and solutions generated.

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?
Through consistent observations, ensuring the teachers are using Tier One instruction and HQIM.
What strategies and interventions do you plan to implement and how are they related to your school's identified needs?
The main intervention is to address grade level growth, not 'proficiency'. A student that is approaching basic each year is technically proficient, because a year of growth was achieved. That does not equate to being on grade level. Teaching 100% of the kids 100% of the material.
How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively?
Through weekly PLC meetings and collaborative planning.
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?
ILT data dissemination, strategy identification, PLC practice, classroom implementation.
How is your school selecting strong, moderate, or promising evidence-based strategies, and determining strategies based on conclusions of the needs assessment?
Using the adopted Tier One curriculum and the scope/sequence documents when generating data to identify and address weaknesses by implementing new techniques and strategies in the classroom.

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?
Classrooms are arranged by grade level, where teachers can share ideas and support each other.
What supports and interventions do you plan to implement and how are they related to your school's identified needs?
Great supports are in place. The school's assessment and growth indexes are both at the 'B' level, so changes and interventions will be done throughout the school year, based on the data and observations.
How is your school selecting strong, moderate, or promising evidence-based strategies?
Using data, research, and experimentation.
How is your school determining strategies based on themes from the needs assessment to meet projected short- and long-term goals?
Using data, research, and experimentation. The ILT will develop strategies based on immediate and longer-term needs. The PLC meetings will implement these practices which will be assessed for their success.

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?
The school has well established routines and guidelines. If it is determined that a more effective routine is possible, the new routine will slowly be integrated into the school's daily process.
How is your school establishing or continuing routines with stakeholders?
Continued PTO meetings, PLC meetings, and strong communication.
How is your school conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising the schoolwide plan?
Through communication with our stakeholders, making the plan available on site and online. The process will include sharing information with stakeholders, and discussions at the PTO, ILT, and PLC meetings.

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?
A hard copy will be kept at the school. A digital copy will be shared with the teachers. The plan will be posted on the school's 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)?
All procedures, policies, and practice are, and will remain in line with, all local, state, and federal guidelines and expectations.