

School Improvement Plan 2025-2026



School: Bellaire

Grade Levels: PK-3

Principal: Alyshia Coulson

Principal's Email Address: alyshia.coulson@bossierschools.org

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SCHOOLWIDE PLANNING TEAM

Representatives should include the following: Administrators, Teachers, School Staff, School Community Members

Schoolwide Planning Team Chairperson: Alyshia Coulson

Name	Position
Alyshia Coulson	Principal
Shelly Bihm	Assistant Principal
Jay Kirkland	3rd Grade Teacher
Victoria Fletcher	Instructional Coach
Shellie Hooper	PreK Teacher
Crystal Ward	1st grade teacher
Olivia Guillot	2nd grade teacher
Amy Smith	Special Ed Teacher
Megan Smith	Parent
Abbie McCord	K teacher

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Louisiana Department of Education: Believe to Achieve – 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

Louisiana Department of Education: Believe to Achieve – Critical Goals

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

Bossier Schools Vision and Mission

Vision: Win the Day; Every Student, Every Way

Mission: We EMPOWER All Through...Engagement | Motivation | Purpose | Opportunities | Welcoming | Excellence | Relationships

School Vision and Mission Statement

Vision: We Prepare Individuals for Life-Long Opportunities To Succeed.

Mission: Growing the Whole Child Through A Systematic, Individualized Approach to Learning

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Schoolwide Plan Assurances

The school assures

- The plan referenced in the Schoolwide Plan was developed with the involvement of parents and other community stakeholders.
- The plan was initially developed during a one-year period, 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 to ensure that all students are provided opportunities to meet Louisiana's challenging academic standards.
- The plan is available to the LEA, parents, and the public, is in an understandable and uniform format and, to the extent practicable, is provided in a language that parent/guardians can understand.
- 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.
- I hereby certify that this plan contains the three required components as mandated by Every Student Succeeds Act:
 - Element 1: Evidence of the use of a comprehensive needs assessment. 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.
 - Element 2: Evidence of the use of strategies for improvement. Schoolwide strategies are essential to the schoolwide planning process. Using the information from the comprehensive needs assessment, the schoolwide plan must describe the strategies the school will implement to address its needs, including a description of how the strategies will:
 - provide opportunities for all children including each subgroup of students, to meet Louisiana academic standards,
 - use effective methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education, and
 - include strategies to address the needs of all children in the school, but particularly the needs of children at risk of not meeting the state standards.
 - Element 3: Evidence of student support services: ESSA considers the integration of direct and support services as a means of helping at-risk students meet state standards. Similarly, but more student specific in nature, services and supports are readily provided under the Individuals with Disabilities Education Act (IDEA) as part of receiving a free appropriate public education. Under new ESSA requirements, counseling services, mental health programs, specialized instructional support services, and mentoring services should be considered and made available to students if the need is present in the comprehensive needs assessment results.

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1.1 Family and Stakeholder Involvement

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.

A Title 1 Leadership Committee composed of school staff, administrators, and parents met to discuss and prioritize the school needs in all areas including Behavior Support, Family Engagement, Instruction, Professional Development, and Student Services. The committee then drafted a School Improvement Plan and Budget to address the prioritized needs. All parents were invited to review and discuss the School Improvement Plan and Budget at Back-to-School Night. Parents who were unable to attend discussions at Back-to-School Night were further invited to review and comment on the School Improvement Plan and Budget electronically. Finally, the Title 1 Leadership Committee reconvened to review comments and finalize the SIP and Budget for the 2025-2026 school year. A message was sent to all parents inviting them to contact the office if they would like to volunteer to help us when needed or be on any of our school committees per a suggestion from our end of the year survey.

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Comprehensive Needs Assessment – Data Collection A sampling of possible data sources are included below. Customize per school by deleting or adding sources.

Data Type	Cognitive (Examples)	Attitudinal (Examples)	Behavioral (Examples)	Archival (Examples)
Stakeholder				
Administrators	○ TC Data ○ Other	○ Administrator Questionnaire/ Interview ○ Other	○ Attendance Data ○ Other	○ Demographic Data ○ Administrator Retention Data ○ Other
Teachers	○ Evaluation Data ○ Other	○ Faculty Survey ○ Teacher Questionnaire and/or Interview ○ Other	○ Classroom Observations ○ Attendance Data ○ Other	○ Demographic Data ○ Teacher Retention Data ○ Other
Students	○ LEAP 2025 Data ○ K-3 Literacy Assessment Data ○ Lexia Data ○ CFA Data ○ Benchmark Assessment Data ○ IEP Progress Data ○ iReady Data ○ Report of Progress ○ Other	○ Student Survey ○ Other:	○ Discipline Data ○ Attendance Data ○ Other	○ School Performance Score Data ○ Demographic Data ○ Subgroup Component Data ○ Other
Parents		○ Parent Survey ○ Other	○ Attendance Data ○ Other	○ Demographic Data ○ Other

1.2 Comprehensive Needs Assessment Summary Report

To ensure the schoolwide plan best serves the needs of all students, especially high-need students who are failing, or are at-risk of failing, the school must conduct a comprehensive needs assessment. The results of data analysis must guide strategies to improve academic performance and close achievement gaps.

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed

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under critical goals in Believe to Achieve: Educational Priorities, e.g. *percentage of students on or above grade level in literacy by subgroup*.

SUMMARY OF RESULTS & CONCLUSIONS (strengths & opportunities for improvement)

Reading

38/72 or 53% of 3rd grade students scored mastery or above
10/20 or 50% of African American students scored mastery or above
20/38 or 53% of Economically Disadvantaged students scored mastery or above
3/6 or 50% of Military students scored mastery or above
3/9 or 33% of Students with Disabilities scored mastery or above

Math

48/72 or 67% of 3rd grade students scored mastery or above
10/20 or 50% of African American students scored mastery or above
21 /38 or 55% of Economically Disadvantaged students scored mastery or above
5/6 or 83% of Military students scored mastery or above
2/9 or 22% of Students with Disabilities scored mastery or above

Science

22/72 or 31% of 3rd graders scored mastery or above
5/20 or 25% of African American students scored mastery or above
11/38 or 29% of Economically Disadvantaged students scored mastery or above
2/6 or 33% of Military students scored mastery or above
1/9 or 11% of Students with Disabilities scored proficient or above

Analysis of the Comprehensive Needs Assessment reflects an overall static Reading achievement as students scoring Mastery or Advanced was 53% in both 2024 and in 2025. Economically Disadvantaged students matched overall student performance in Reading in 2025. African American students scored below the overall performance of their peers by 3%. Students with Disabilities demonstrate the most risk scoring 20% below the overall performance of their peers.

Overall Math student performance grew 30% from 37% of students scoring Mastery or Advanced in 2024 to 67% scoring Mastery or Advanced in 2025. Military students attained 83% Mastery/Advanced. The African American subgroup demonstrated 32% growth from 2024 but were still 17% below the overall performance of all 3rd graders in 2025. Students with disabilities only demonstrated 4% of growth from the 2024 to 2025 testing which was far below the growth of every other subgroup and the overall growth of the grade level. Students with disabilities are the most in need of interventions to support student achievement in ELA and Math.

Overall Science student performance fell by 1% from 32% of students scoring Mastery or Advanced in 2024 to 31% scoring Mastery or higher in 2024. Economically Disadvantaged students generally matched the performance of their peers. Only 11% of Students with Disabilities attained a Mastery or Advanced score in 2025.

SCHOOL PRIORITIES

Only 53% of 3rd graders scored in the Mastery & Advanced range on the 2025 LEAP ELA Assessment. Consequently, our priorities in ELA are:

- to identify and address reading deficits for students not meeting reading benchmarks and provide targeted, systematic, multisensory interventions to fill learning gaps, with special emphasis given to Students with Disabilities.
- to provide students with rigorous, multidimensional Tier 1 instruction that successfully prepares students for the 2026 ELA LEAP assessment
- to provide 3rd graders with Tier 1 writing instruction that builds their ability to express themselves in writing.

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Additionally, 67% of 3rd graders scored in the Mastery & Advanced range on the 2025 LEAP Math Assessment. Therefore, priorities in Math are:

- to identify and address math deficits with systematic, targeted multisensory interventions to fill learning gaps, with special emphasis given to Students with Disabilities
- to provide 3rd graders with rigorous, multidimensional Tier 1 instruction that successfully prepares students for the 2026 Math LEAP assessment

Finally, only 31% of 3rd graders scored in the Mastery & Advanced range on the 2025 LEAP Science Assessment which is significantly below their performance in ELA and Math. Therefore, priorities in Science are:

- to identify and address deficits in scientific knowledge, reasoning, and evaluation through a STEM enrichment program aligned to 3rd grade standards
- to provide 3rd graders with rigorous, multidimensional Tier 1 instruction that successfully prepares students for the 2026 Science LEAP assessment

Goals

School Goal(s): (A goal states the general education outcome for the school. Each goal should: 1) clearly state the direction for school improvement, 2) link to improving student learning, and 3) accurately address the school's weaknesses as identified in the SPS indicators, percent proficient data, or other standardized assessments.) **Include at least one literacy/ELA goal and one math goal.**

On the spring 2026 LEAP Assessment, 50% or more 3rd grade students will achieve Strong Command in Writing while maintaining at least 58% Strong Command in Reading, 67% or more 3rd grade students will achieve Mastery or Advanced in Math, and 50% or more 3rd grade students will achieve Mastery or Advanced in Science.

On the spring 2026 LEAP Assessment, 3rd grade students in the African American and Economically Disadvantaged subgroups will close the achievement gap to be within 10% of the overall grade level for Mastery or higher in Math. Additionally, students in the Students with Disabilities subgroup will achieve at least 40% Mastery or higher in ELA and Math.

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1.3 Strategies for Improvement (Literacy/ELA)

Provide a description of schoolwide strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting state standards and includes: **1)** methods and instructional strategies that strengthen the academic program in the school; **2)** increase the amount and quality of learning time; **3)** help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and **4)** include interventions and strategies to increase student achievement in underperforming subgroups. Be sure to address all four strategies and identify the Believe to Achieve: Educational Priorities the school will target in the narrative.

Narrative (action plans)

3rd grade regular ELA teachers are certified in Science of Reading and are rated highly effective in Reading instruction. Teachers will implement Tier 1 ELA Curricula, namely Amplify CKLA, mCLASS Interventions, & The Writing Revolution, to support the learning of all 3rd grade students. Programs that support instruction and engagement include the Amplify CKLA Instructional Platform, The Writing Revolution instructional program, and Accelerated Reader program. ActivPanels, chromebooks, and technology based programs such as Google Classroom, OnCourse Assessments, mCLASS, and STAR will facilitate the delivery of instruction, foster engagement and accountability, and collect data to monitor student progress. Proficiency exams will be given the first 3 quarters in ELA to determine the gaps in learning and next steps to address the gaps.

Student learning will improve as collaborative teams meet weekly in TCs to deconstruct the instructional components of the Louisiana Educator Rubric. Teachers will use what is learned from the LER to annotate Amplify CKLA lessons that foster student engagement and ownership in learning. Additionally, teachers will analyze data from common formative assessments such as the K-3 Literacy Screener, Tier 1 CKLA common assessments, district common assessments, LEAP 360 Interim Assessments, proficiency exams, and exit tickets to identify students falling below benchmark, construct Individual Academic Support Plans for at-risk students and closely monitor student progress on grade level standards. A designated Tier 2 RTI time of thirty minutes, five times per week will be built into the master schedule for targeted, small group, research based interventions using mCLASS Interventions, Amplify CKLA Interventions, Lexia Lessons, and/or LIFT. When more detailed information is needed, the PAST diagnostic assessment will be administered to students who are identified as well below benchmark and results will be analyzed alongside K-3 Literacy Screener/mCLASS & Lexia data (for 1st & 2nd) to identify the critical area of instruction. Subsequently, Tier 3 interventions will be provided by highly effective Reading Interventionists using mCLASS and/or Lexia Small Group lessons and/or LDOE approved interventions such as FIRE/LIFT, depending on student need.

The 3rd grade Special Education teachers are currently being trained in the Science of Reading, Amplify CKLA curriculum, FIRE, LIFT, etc. They will

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collaborate with grade level ELA teachers during weekly TC meetings. Special Education teachers will additionally draft and implement an Individual Academic Support Plan and provide targeted, research based, interventions to students with disabilities who fall below benchmarks as noted by the K-3 Literacy Screener data.

In grades K-2, Tier 1 CKLA curriculum will be implemented. In PreK, Heggerty and The Creative Curriculum will be implemented. PreK - 2 teachers will also meet in collaborative, grade level teams during weekly TC meetings to deconstruct the instructional components of the Louisiana Educator Rubric and analyze data from K-3 Literacy Screeners and other common formative assessments for the purposes of: improving instructional practices, identifying students falling below benchmark, and drafting and implementing an Individual Academic Support Plan for at-risk students. The K-3 Literacy Screener will be delivered 3 times throughout the year to monitor the literacy progress of all K-3 students.

A Literacy Committee has been created to foster family engagement in literacy and develop a love for reading amongst students. (See Family Engagement)

Evidence-based Practice (link to research to support strategies)

Evidence based practices include Tier 1 instruction, weekly TC meetings, designated Tier 2 RTI for all students, and Tier 3 small group instruction provided by highly effective teachers using the following research-based programs: mCLASS, CKLA Interventions, Heggerty, and Lexia Lessons
<https://www.evidenceforessa.org/program/lexia-core5-reading-program-struggling-readers/>
<https://heggerty.org/Phonemic-awareness-research>

Budget Decisions (items, costs)

Coordination of Resources

(Title I, Title II, Title III, Title IV, Title V, IDEA, Homeless, General Fund, Other)

Chromebooks to update ones at the end of life approx \$30,000

Printer/ink for student awards

Materials & supplies to promote & facilitate Parent Engagement Events (i.e. Literacy Night, Pumpkin Shine, K-3 Literacy/LEAP Parent Night, STEAM Fling, Book Ball, Breakfast with Books, Veterans' Day Assembly, Scholastic Books; Communication folders, etc.) - \$5,000
 Materials and Supplies for other needs such as school supplies to supplement parent expenses.

LAP Executive Meeting—improving education in LA

Title I

Title I

Title I; Materials for all of the community events such as Pumpkin Shine, Book Ball, etc.

Title I

Title I

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Evaluation (measures used to evaluate effectiveness)	
Formative: CFAs, Exit Tickets, BOY & MOY K-3 Literacy Screener, Lexia, ELA Reports of Progress, Proficiency Exams Summative: CKLA & District Assessments & Writing Tasks, LEAP 360 Interim Assessments, EOY K-3 Literacy Screener, ELA Report Card grades, & 2025 LEAP 2025 ELA Assessment data analyzed in TCs and utilized to inform instruction	

1.3 Strategies for Improvement (Math)

Provide a description of schoolwide strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting state standards and includes: **1)** methods and instructional strategies that strengthen the academic program in the school; **2)** increase the amount and quality of learning time; **3)** help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and **4)** include interventions and strategies to increase student achievement in underperforming subgroups. Be sure to address all four strategies and identify the Believe to Achieve: Educational Priorities the school will target in the narrative.

Narrative (action plans)
Teachers will implement the Tier 1 Eureka/ZEARN in K-2, iReady in 3rd, & Writing Revolution curricula to support the learning of all 3rd grade students. Programs that support instruction and engagement include: ZEARN digital platform, the iReady digital platform, and FLAME. Tools that support instruction, engagement, and progress monitoring include: Math Companion Document, ActivPanels, chromebooks, and technology based programs such as the iReady Diagnostic Tool, Google Classroom and OnCourse Assessments. Student learning will improve as collaborative teams meet weekly in TCs To deconstruct the instructional components of the Louisiana Educator Rubric. Teachers will use what is learned from the LER to annotate Eureka/ZEARN/iReady lessons that foster student engagement and ownership in learning. Additionally, teachers will review the Math Companion Document & analyze data from common formative assessments such as the iReady Diagnostic Assessment, ZEARN module assessments, ZEARN exit tickets, Proficiency Exams, and the LEAP 360 Interim Assessments to identify students falling below benchmark. Teachers will construct Individual Academic Support Plans for at-risk students and closely monitor student progress on grade level standards. A designated Tier 2 RTI time of thirty minutes, five times per week will be built into the master schedule for targeted, small group, research based interventions using the ZEARN small group lessons and iReady small group lessons. Tier 3 interventions will be provided by math interventionists using the research-based iReady program and/or LDOE approved interventions such as FLAME, depending on student need.

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3rd grade Special Education teachers have been trained in the FLAME and iReady curriculum. They will collaborate with grade level Math teachers during weekly TC meetings and will co-teach Tier 1 instruction. Special Education teachers will additionally provide targeted, research based, Tier 2 & Tier 3 interventions to students with disabilities who fall below benchmarks as noted by common formative assessment data.

In grades K-2, Tier 1 Eureka/ZEARN curriculum will be implemented. K - 2 teachers will also meet in collaborative, grade level teams during weekly TC meetings to deconstruct the instructional components of the Louisiana Educator Rubric and analyze data from K-3 Math Screener, Proficiency Exams, and other common formative assessments for the purposes of: improving instructional practices, identifying students falling below benchmark, and drafting and implementing an Individual Academic Support Plan for at-risk students. The K-3 Math Screener will be delivered 3 times throughout the year to monitor the math literacy progress of all K-3 students.

Evidence-based Practice (link to research to support strategies)

Evidence based practices include Tier 1 instruction, weekly PLC meetings, designated Tier 2 RTI for all students, and Tier 3 small group instruction provided by highly qualified teachers using the following research-based programs: iReady, FLAME small group instruction.

<https://cdn.bfldr.com/LS6J0F7/at/jbpq7ckjcj5cpvr5wvfgfc/iready-efficacy-MCAS-executive-summary.pdf>

Budget Decisions (items, costs)

Coordination of Resources

(Title I, Title II, Title III, Title IV, Title V, IDEA, Homeless, General Fund, Other)

Chromebooks to update ones at the end of life 30,000

Title I

Printer/ink for student awards

School Based Technology funds

Materials & supplies to promote & facilitate Parent Engagement Events (i.e. Literacy Night, Pumpkin Shine, K-3 Literacy/LEAP Parent Night, STEAM Fling, Book Ball, Breakfast with Books, Veterans' Day Assembly, etc.) - \$5,000

Title I; Materials for all of the community events such as Pumpkin Shine, Book Ball, etc.

\$1,500 for staff to stay for after school committee meetings such as literacy, leadership, PBIS, and Humanities Committees.

Title I

Evaluation (measures used to evaluate effectiveness)

Formative: CFAs, Exit Tickets, ZEARN Topic quizzes, iReady, Proficiency Exams, and Math Reports of Progress

Summative: ZEARN Mid-Module & End-of-Module Assessments, LEAP 360 Interim Assessments, Math Report Card grades, & 2025 LEAP 2025 Math Assessment

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1.3 Strategies for Improvement (Science)

Provide a description of schoolwide strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting state standards and includes: **1)** methods and instructional strategies that strengthen the academic program in the school; **2)** increase the amount and quality of learning time; **3)** help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and **4)** include interventions and strategies to increase student achievement in underperforming subgroups. Be sure to address all four strategies and identify the Believe to Achieve: Educational Priorities the school will target in the narrative.

Narrative (action plans)	
All Science teachers are highly qualified in Science instruction. Teachers will implement the Tier 1 Amplify Science & Writing Revolution curricula to support the learning of all 3rd grade students. Programs that support instruction and engagement include: Amplify Science (including hands-on and digital simulations), STEM Lab Activities, and Mystery Science. Tools that support instruction, engagement, and progress monitoring include: Science Achievement Level Descriptor Document, ActivPanels, chromebooks, Google Classroom, & OnCourse Assessments. Student learning will improve as collaborative teams meet weekly in TCs to deconstruct the instructional components of the Louisiana Educator Rubric. Teachers will use what is learned from the LER to annotate science lessons that foster student engagement and ownership in learning. Additionally, teachers will review the Science Achievement Level Descriptor Document & analyze data from common formative assessments such as writing tasks, Proficiency Exams, exit tickets, Amplify Unit Benchmarks, LEAP Practice Assessment, and LEAP Released Science Tasks, and subsequently identify & address student needs. A designated STEM enrichment of thirty minutes, twice per week will be built into the master schedule for targeted, hands-on science enrichment implementing Mystery Science.	
Evidence-based Practice (link to research to support strategies)	
Evidence based practices include Tier 1 instruction, weekly TC meetings, designated STEM enrichment.	
Budget Decisions (items, costs)	Coordination of Resources (Title I, Title II, Title III, Title IV, Title V, IDEA, Homeless, General Fund, Other)
Chromebooks to update ones at the end of life 30,000 Printer/ink for student awards Materials & supplies to promote & facilitate Parent Engagement Events (i.e. Literacy Night, Pumpkin Shine, K-3 Literacy/LEAP Parent Night,	Title I School Based Technology funds Title I; Materials for all of the community events such as Pumpkin Shine, Book Ball, etc.

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STEAM Fling, Book Ball, Breakfast with Books, Veterans' Day Assembly, etc.) - \$5,000 \$1,500 for staff to stay for after school committee meetings such as literacy, leadership, PBIS, and Humanities Committees. Mystery Science - \$1,395	Title I General School Fund for Licenses for
Evaluation (measures used to evaluate effectiveness)	
Formative: CFAs, Exit Tickets, LEAP Practice Assessment, Proficiency Exams, LEAP Released Science Tasks, Reports of Progress in Science Summative: Amplify Unit Benchmark Assessments, Science Report Card grades, & 2025 LEAP 2025 Science Assessment	

1.4 Student Support Services

Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Believe to Achieve: Educational Priorities.

Narrative (action plans)
Teachers will complete an RFA to refer individual students and/or groups for counseling sessions offered by the school counselor. Title I funded Behavior Interventionist on campus ½ of the school days. Students in need of outside counseling services will be referred to vetted LPCs through the Special Education department.
Evidence-based Practice (link to research to support strategies)
Second Step bought by parish, PBIS funds

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Budget Decisions (items, costs)	Coordination of Resources (Title I, Title II, Title III, Title IV, Title V, IDEA, Homeless, General Fund, Other)
Materials & supplies to promote & facilitate Parent Engagement Events (i.e. Literacy Night, Pumpkin Shine, K-3 Literacy/LEAP Parent Night, STEAM Fling, Book Ball, Breakfast with Books, Veterans’ Day Assembly, etc.) - \$5,000	Title 1
Evaluation (measures used to evaluate effectiveness)	

1.5 Student Opportunities

Provide a description of schoolwide improvement strategies that the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable Believe to Achieve: Educational Priorities.

Narrative (action plans)	
Evidence-based Practice (link to research to support strategies)	
Budget Decisions (items, costs)	Coordination of Resources (Title I, Title II, Title III, Title IV, Title V, IDEA, Homeless, General Fund, Other)

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Evaluation (measures used to evaluate effectiveness)	

1.6 Multi-Tiered Systems of Support for Behavior

Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in Believe to Achieve: Educational Priorities, including coordinated early intervening services (CEIS) under the Individuals with Disabilities Education Act (IDEA), if applicable.

Narrative (action plans)	
Highly effective Tier I and Tier II teams as well as school staff consistently implement our PBIS program. Teachers will complete an RFA to refer individual students and/or groups for counseling sessions offered by the school counselor. Students in need of outside counseling services will be referred to vetted LPCs through the sped department. For Tier 3 students who are still struggling with behavior management despite all school efforts, a behavior interventionist will provide individualized support.	
Evidence-based Practice (link to research to support strategies)	
Faculty meeting sign-in sheets/agendas for trainings listed above;	
Budget Decisions (items, costs)	Coordination of Resources (Title I, Title II, Title III, Title IV, Title V, IDEA, Homeless, General Fund, Other)
Quarterly reward celebrations & tangible rewards for both attendance & behavior throughout the year. (Approximately \$2,000)	PBIS School Funds

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Evaluation (measures used to evaluate effectiveness)

The following measures will be used to determine effectiveness: Staff monitoring feedback, PBIS data, number of SBLC referrals, number of RFAs for in-school counseling, number of referrals for external counseling, number of office referrals, and analysis of parent and staff PBIS survey results;

1.7 Professional Development

Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support Believe to Achieve: Educational Priorities and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.

Narrative (action plans)

District and school level provided PD: iReady Math, Lexia Core5, CKLA, K-3 Literacy Assessment Tool (mCLASS), Tidbit Tuesdays, Bossier WINS, Zearn, Amplify Science, and Boost.

Evidence-based Practice (link to research to support strategies)

<https://www.evidenceforessa.org/program/lexia-core5-reading-program-struggling-readers/>
<https://cdn.bfldr.com/LS6J0F7/at/jbpq7ckjcj5cpvr5wvfgfc/iready-efficacy-MCAS-executive-summary.pdf>
<https://heggerty.org/Phonemic-awareness-research>

Tier I, II, III ELA and Math PD on LDOE approved curricula. Supports and strategies from district to facilitate implementation.

Budget Decisions (items, costs)

All district or state funded PD.

Coordination of Resources

(Title I, Title II, Title III, Title IV, Title V, IDEA, Homeless, General Fund, Other)

District or State Funded

Evaluation (measures used to evaluate effectiveness)

K-3 Literacy Screener benchmarks, LEAP assessment, iReady benchmarks, Lexia Core5, and LEAP 360 interim data.

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1.8 Student Transition

Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.

Narrative (action plans)	
We have a transitional parent meeting at the end of the school year for PreK in order to acquaint parents with kindergarten expectations. Parents are also invited to attend a Boo Hoo Breakfast on the first day of kindergarten to provide help and support throughout the transition. Third grade students attend a field trip to the feeder school in May to help acquaint them with the new school layout and expectations. We also have a transitional meeting between the 3rd/4th grade Special Education teachers and the admin teams at the 2 schools in order to make sure supports are in place for students with disabilities and students who struggle with behavior management.	
Evidence-based Practice (link to research to support strategies)	
Participant sign-in	
Budget Decisions (items, costs)	Coordination of Resources (Title I, Title II, Title III, Title IV, Title V, IDEA, Homeless, General Fund, Other)
Cost of Field Trip (approx \$50 for bus driver)	General School Funds
Evaluation (measures used to evaluate effectiveness)	
Discussions between the two schools on whether or not current practices are still effective. Attendance at transitional parent meetings.	