



East Baton Rouge Parish School System Schoolwide Plan Capitol High School

7 - 12

5100 Greenwell Springs Rd, Baton Rouge, LA 70806

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<https://ebschools.org/schools/capitolhigh/>

2026 - 2027

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District Assurance

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

(Component 1): Family and Stakeholder Engagement

(Component 2): Comprehensive Needs Assessment

(Component 3): Strategies for Improvement

(Component 4): Student Support Services

(Component 5): Student Opportunities

(Component 6): Multi-Tiered Systems of Support for Behavior

(Component 7): Professional Development

(Component 8): Student Transition

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

Principal: Dr. Eric C. Greely	Date
Executive Director: Mr. Marvin Evans	Date

Faculty and Staff Review

Date	Name	Position	Signature
	Moore, Christopher	Teacher	
	Guillory, Kevin	Teacher	
	Dewey, Ashley	Teacher	
	Agbewornu, Kekeli (Mr. Doe)	Teacher	
	Bradley, Tavia	Teacher	
	Sanford, Stephanie	Teacher	
	KanKam, Joseph	Teacher	
	Lewis, Cierra	Teacher	
	Ross, Jennifer	Teacher	
	Watts, Stacy	Teacher	
	Troy, Jonathan	Teacher	
	Valentine, Deseray	Teacher	
	Martin, Tonia	Literacy Coach	
	Butler, Nicole	Teacher	
	Richardson, Wendell	Teacher	
	Barton, Stacey	Teacher	
	Hall, Marion	Teacher	
	Pursley, Tracy	Teacher	
	Avery, Ejerold	Teacher	
	Johnson, Alexander	Teacher	

School Name – Schoolwide Plan 2026-2027

	Legard, Li’Neshon	Teacher	
	Ahmose, Okoye	Teacher	
	Robinson, Cedryanna	Teacher	
	Odem, Lloyd	Teacher	
	Hughes, Joseph	Teacher	
	Dunn-Williams, Tamika	Teacher	
	Fernandez, Kayren	Teacher	
	Landry, Jalisa	Teacher	
	Dillon-Robertson, Jami	Teacher	
	Lee, Demond	Teacher	
	Daniels, Michelle	Teacher	
	Lee, Jousilin	Teacher	
	Sample, Alvonte	Teacher	
	Augustine, Deondre	Teacher	
	Williams, Hensley	Teacher	
	Sanders, Dayani	Teacher	
	Scott, Frank	Paraprofessional	
	Broadway, Anston	Paraprofessional	
	Wooten, Carla	Paraprofessional	
	Eason, Shiar	Paraprofessional	
	Veal, Aletha	Paraprofessional	
	Nealond, Rokel	Receptionist	
	Burton, Danielle	Guidance Clerk	
	Stewart, Joyce	Clerk	
	Barrow, Dorothy	School Secretary	
	Tobias, Jamecia	Social Worker	

School Name – Schoolwide Plan 2026-2027

	Richard-Ott, Tawanna	Librarian	
	Williams, Clintina	Counselor	
	Carmouche, Yamica	Counselor	
	Green, Udana	Counselor	
	Johnson, Devin	Dean	
	Woods, Keith	TOR	
	Scott, Timothy	Dean	
	Moses, Dwanski	Dean	
	Jamison, James	Resource Officer	
	Robertson, Marlon	Dean	
	Ealy, Francis	Assistant Principal	
	Seals, Joy	Assistant Principal	
	Hamilton, Kamilah	Assistant Principal	
	Greely, Eric	Principal	

Louisiana's Goals and Priorities

Educational Priorities

- Early Childhood leading to kindergarten readiness
- Literacy instruction aligned to the Science of Reading
- Foundational math instruction advancing from conceptual understanding
- Opportunities ensuring a meaningful high school experience
- An effective teacher for every student
- Expand educational choice for students and families

Six Critical Goals

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

Louisiana Believes:

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

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

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

School's Mission

Inspiring humanity through transformational learning in the classroom and the community.

School's Vision

Be a cornerstone of the community as a premiere educational institution by inspiring, cultivating, and producing a modern workforce prepared to create a robust and thriving economy.

Data Types

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

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

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

Comprehensive Needs Assessment SY 2026-2027 Schoolwide Planning

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

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
499	457	6		34	78	> 90	185	26	30
Percentage	91	1.2		6.8		> 90	37	5.2	6.0

School Performance Score

2025-2026 Simulated SPS Score and Letter Grade	C
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ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
7-8	N/A	0%	N/A	18.5%	N/A	70%
10	N/A	0%	N/A	0%	N/A	11%

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
63.1	32.2	38.7	57.3	3.2	1.0

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	ELA (6-8)	LEAP 2025
2.	CTE (Certifications 9-12)	Certification Tests/LEAP Report Card
3.		

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):	
Data Type: 1. ELA (6-8) 2. 3.	Findings 1. CLSD provided Literacy Coach (Pierre, Beal, Hannah), Professional Development, job-embedded, and additional support from the Literacy Department. 2. ELA teacher experience & stability, professional development support from the curriculum department. 3. 100% ELA certified teachers in grades 7 -12.

Contributing Factor:	
Instrument(s):	
Data Type: 1. CTE Certifications (9-12) 2. 3.	Findings 1. Certified teachers intentionally focus on students earning certifications in bundles 2. Support from Amber Boyd and her team in Central Office in developing appropriate pathways 3. 74% of students are on pace to graduate. Projected graduation after clean up and retesters is 80%

Contributing Factor:	
Instrument(s):	

Data Type: 1. 2. 3.	Findings 1. 2. 3.
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Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	Math (less than 5% Proficient)	LEAP
2.	ELL students ELPT/LEAP Scores	ELPT
3.	African-American Sub-group in ELA/Math	LEAP

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: Math	
Instrument(s):	
Data Type: 1. LEAP 2. Frontline (Vacancies) 3. Frontline (Attendance)	Findings 1. Teaching instability in Math 2. Implementation of new HQIM curriculum 3. Teacher attendance 4. Student attendance

Contributing Factor: ELL	
Instrument(s):	
Data Type: 1. LEAP 2. ELPT 3.	Findings 1. Students not exiting the program based on ELPT scores 2. 3.

Schoolwide Goals

Overall Goal: By the end of the 2026-2027 school year, SCHOOL CAPITOL HIGH SCHOOL SPS will increase from 26.1 to 33 as measured by Louisiana’s Accountability System. *Use the Sim(ulated SPS)*

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	20.5	23.5	Math	< 5 (20)	6.0 (30)	Graduation Rate	60	70
English	8.3	10	English	5 (20)	6.0 (30)	Read based on a nationally recognized exam	14.3	
Math growth for the lowest 25% of students	57.9	60	Science	5 (20)	6.0 (30)	Accelerated into college coursework, career training, or service	42.9(C)	45.3 (B)
English growth for the lowest 25% of students	15.8	50	Social Studies	< 5 (14)	4 (20)			
English Language Acquisition (ELL)	N/A							

CORE ACADEMICS - ELA	Tier 1 Resources: SAVVAS & My Perspectives HQIM
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?	
ELA Focus Area	Literacy & Writing
DIBELS Focus Area	N/A
DIBELS SMART Goal:	N/A
ELA SMART Goal:	The ELA LEAP % Mastery and above will increase from 5% (20) to 6% (30) students on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>	

<u>ACTION STEPS</u>					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
• Use <u>ELA LEAP Test Released Items</u> are available for use. • Use embedded curricular strategies under <i>Personalize for Learning</i> ○ ELL Support ○ Strategic Support ○ Challenge • Assign and Score the Performance Task: Writing Focus • Provide Writing Exemplars and Modeling • Model Close Reading and Annotation of Text • Model Text Dependent Questions Writing Across the Curriculum - Literacy Strategy and <u>CHS Literacy Plan (ELA and Math)</u> • The school will utilize high-quality, standards-aligned instructional materials, including the following: <u>Plan for Small Group Instruction:</u> Principal/ILT Actions: • Identifying where small group instruction will fall during the High School’s ELA Block (i.e., last 30 minutes) must be included in lesson plans. • Lead PLC meetings with the questions:: “What did students miss? What/how will we reteach? How will we respond? Analyze student work samples.	7-12 English Teachers	Ongoing	Ealy/Admin		

● Share the action plan with teachers and have them acknowledge expectations ● Monitor pacing and student progress through the data tracker ● Conduct walkthroughs focused on Tier I ELA instruction and small group instruction. ● Provide feedback aligned to schoolwide and district expectations ● Review progress monitoring data week <u>Plan for Writing:</u> Principal/ILT Actions: ● Ensure that teachers are well prepared to teach writing tasks embedded within the curriculum ● Ensure teachers have annotation anchor charts posted for students to utilize as a resource. ● Enforce progress monitoring of writing during weekly data meetings. ● Model expectations for the teachers and students. <u>Plan for Intervention (bottom 30%):</u> Principal/ILT Actions: ● Ensure that teachers have materials readily available ○ Identify materials that will be used during intervention (Khan Academy, iReady, Power Up (HS), Writing Across the Curriculum, and Amira) ● During PLCs discuss and model what intervention will look like, when it will take place in the lesson, and establish clear expectations around utilization. ● . These curricula are selected for their strong					
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alignment with state standards and proven effectiveness in supporting differentiated learning. Each resource provides a comprehensive range of materials catering to diverse learning needs, ensuring rigorous instruction is accessible to all students. Writing Across the Curriculum - Literacy Strategy and CHS Literacy Plan (ELA and Math)					
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CORE ACADEMICS - Mathematics	Tier 1 Resources: Math 7-8: Eureka Math Squared High School: enVision Math
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<u>AMBITION</u>					
- Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?					
Math Focus Area	Ensuring consistent, standards-aligned Tier I Math instruction that balances grade-level rigor with targeted support for prerequisite skills to increase students achieving Mastery and above on LEAP.				
Math SMART Goal:	The Mathematics % Mastery and above will increase from 4.1% (20) to 6% (30) on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.				
<u>Narrative</u>					
Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>					

<u>ACTION STEPS</u>					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
The school will utilize high-quality, standards-aligned instructional materials, including Eureka Math Squared	Math Department/Seals/Admin	Ongoing	Student progress toward the Math		

(7-8) and Envision (HS) for mathematics. These curricula are selected for their strong alignment with state standards and proven effectiveness in supporting differentiated learning. Each resource provides a comprehensive range of materials catering to diverse learning needs, ensuring rigorous instruction is accessible to all students. The school will implement the embedded instructional routines that are embedded in the curriculum Eureka Math Squared Ex: Math Chat, Take a stand, which one doesn't belong? Envision Math: Critique and explain, model and explain, explore & reason, Model & Discuss.			goal will be monitored through the administration and analysis of CFAs, interims, and district benchmarks throughout the school year. Data from these assessments will be reviewed during PLCs and leadership meetings to identify trends, address unfinished learning, and adjust instruction to ensure alignment with grade-level standards and LEAP expectations.		
RRSS strategy (6–8/HS) with a strong emphasis on writing within classroom instruction. Utilize the chunking method to break problems and texts into manageable parts to support student understanding and structured written responses.	Math Department/Seals/Admin	Ongoing	Analyze student work samples during ILT and PLC. Monitor teacher progress through walkthroughs and classroom observations.		

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Implement small group instruction based on identified student needs using data from Exit Ticket audits, CFAs, and/or benchmark assessments. Use this data to determine which students have mastered the skill (“Got It”), are approaching mastery (“Almost Got It”), or need additional support (“Not Yet”), and form targeted small groups accordingly.	Math Department/Seals/Admin	Ongoing	Analyze student work samples during ILT and PLC. Monitor teacher progress through walkthroughs and classroom observations.		
Ongoing professional development opportunities for teachers to build content knowledge, planning and implementation of the HQIM.	Math Department/Seals/Admin	Ongoing			
Utilize headphones and scratch paper during Zearn to ensure students are able to focus, process their thinking, and work through problems effectively.	Math Department/Seals/Admin	Ongoing			

CORE ACADEMICS - Science		Tier 1 Resources: Amplify (Middle School) Open Sci Ed (High School)															
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?																	
Science Focus Area	Ensuring consistent, standards-aligned Science instruction that prioritizes scientific reasoning, investigation, and evidence-based explanations to increase students achieving Mastery and above on LEAP.																
Science SMART Goal:	The Science % Mastery and above will increase from 5% (20) to 6% (30) on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.																
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>																	
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<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>												

● Tiered Workstations for Differentiation ○ Implement flexible, data-driven workstations aligned to student learning goals. ○ Rotate students through remediation, enrichment, and collaborative problem-solving stations tailored to individual needs. ● Structured Teacher Collaboration & Job-Embedded Learning ○ Facilitate weekly grade-level/content meetings with instructional coaches. ○ Analyze student data, compare work samples, co-create CFAs, and annotate lessons for coherence and rigor. ○ Use collaborative protocols to strengthen alignment and instructional consistency across classrooms. ● Embedded CRE Writing in Science Instruction ○ Integrate the Claim–Reasoning–Evidence (CRE) strategy into daily science learning experiences. ○ Score constructed responses with LEAP-aligned rubrics to guide feedback cycles. ○ Model exemplar responses and deliver mini-lessons on scientific argumentation. ● Project-Based Learning for Real-World Application ○ Embed hands-on, interdisciplinary projects allowing students to tackle authentic, real-world problems. ○ Connect standards to meaningful contexts to increase engagement,	Science Department/Seals/ Admin	Ongoing	Student progress toward the Science goal will be monitored through the administration of CFAs, interims, and district benchmarks. Assessment data will be analyzed during PLCs and instructional planning meetings to identify gaps in student understanding, strengthen scientific reasoning, and adjust instruction to ensure alignment with Louisiana Science Standards and LEAP expectations.		
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○ relevance, and higher-order thinking. ○ Showcase student learning through presentations, exhibitions, or partnerships with community organizations. Implement HQIM Science Curriculum: ● Amplify Science (Grades K–8) ○ Implement Amplify Science as the core HQIM to support phenomena-based instruction and 3-dimensional learning. ○ Use Amplify’s hands-on investigations, simulations, and embedded literacy strategies to deepen conceptual understanding. ○ Incorporate unit assessments and student interaction data to inform tiered workstations and targeted small-group instruction. ○ Integrate CER writing tasks within Amplify’s evidence-based argumentation routines. ● OpenSciEd Biology (High School) ○ Utilize OpenSciEd Biology as the anchor curriculum for high-school science instruction, emphasizing real-world, anchoring phenomena. ○ Engage students in the OpenSciEd instructional model: asking questions, analyzing data, modeling, and revising explanations. ○ Embed scientific writing through storyline routines that naturally support Claim, Evidence, and Reasoning. ○ Use OpenSciEd exit tickets, formative checkpoints, and performance assessments to guide reteaching and					
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intervention.					

CORE ACADEMICS - Social Studies	Tier 1 Resources: Gallopade (Middle School) LDOE / District Social Studies Framework & Guidance (High School)				
<u>AMBITION</u> - Based on your data trends, what is the area of focus? - Based upon the data trends, state target, and student learning needs, what is the SMART Goal Worksheet for this year?					
Social Studies Focus Area	Student Focus: Citing Evidence & Writing Teacher Focus: HQIM Implentation				
Social Studies SMART Goal:	The Social Studies % Mastery and above will increase from 2.9% (14) to 4% (20) on the LEAP 2025 Spring 2027 Assessment for the 2026-2027 school year.				
<u>Narrative</u> Describe schoolwide strategies that the school is implementing to: - Use methods and instructional strategies that strengthen the academic program in the school; - Increase the amount and quality of learning time; - Help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and - Include interventions and strategies to increase student achievement in underperforming subgroups. <i>Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.</i>					
<u>ACTION STEPS</u> Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>

Sourcing primary, secondary, and tertiary documents. - Teacher modeling with various sourcing documents is critical to developing student understanding. - Use various sources to connect learner thinking to the framing and supporting questions (contained within the HQIM). Use/Adapt (HQIM) questions to LEAP rubric-based questions. - Writing should be done daily - LDOE rubrics MUST be used and should be present for students to assess their/peer writing. - Exemplars should be used to develop learner understanding of the expectations for answering Constructed Response and Extended Response questions. Inquiry-based instructional strategies increase learners' ability to think critically about the content. - Embed opportunities for student-centered learning. - Turn and Talk - Fishbowl - Jigsaw - Gallery Walks - Debates Support teachers in using the HQIM effectively through paid Professional Development workshops during the summer months. Focus on citing evidence and writing strategies in World Geography to support the Social Studies and ELA growth towards mastery.	Social Studies Department/Capitol Admin	Ongoing	Student progress toward the Social Studies goal will be monitored through the administration and analysis CFAs, interim, and benchmarks. Assessment data will be reviewed during PLCs and planning meetings to identify gaps in student understanding, strengthen students' ability to analyze sources and use evidence, and adjust instruction to ensure alignment with Social Studies Standards, and LEAP expectations.		

Non-CORE Academics	Resources: Course-specific curriculum, standards and materials
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<u>ACTION STEPS</u>					
Actions Steps & Progress Indicators					
<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Elective teachers will implement instructional strategies that promote critical thinking, student collaboration, and application of content knowledge (through industry-based credentials; if applicable to the course) to strengthen student engagement and support the schoolwide goal of increasing academic achievement.	Elective Teachers Admin	August 2026 - May 2027	Monthly Progress toward the schoolwide improvement goal in elective courses will be monitored through the review of student work, ongoing walkthroughs, and attainment of course-specific certifications. Elective teachers will analyze student performance and engagement during PLCs to identify areas for adjustment and ensure alignment with elective		

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			standards and schoolwide instruction expectations.		
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Student Subgroups and Student Attendance

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
EL Students	Admin Counselors Teachers	August 2026 - May 2027	Progress will be monitored through the review of student grades, attendance, and assessment scores.		
ESS Students	Admin Counselors Teachers	August 2026 - May 2027	Progress will be monitored through the review of student grades, attendance, and assessment scores.		
Chronic Absentism	Admin Counselors Teachers	August 2026 - May 2027	Attendance records		

Student Opportunities - High Schools ONLY

<i>Provide improvement strategies that the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary students' access to course work to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access.)</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
The school will implement a comprehensive college and career readiness initiative to increase student awareness and access to postsecondary opportunities. Students will participate in college and career exploration activities, including career interest surveys, guest speakers, college and career fairs, and workforce opportunities. The school will also expand and promote student enrollment in advanced courses and credentialing opportunities like dual enrollment and CTE (Career and Technical Education) pathways. School counselors and administrators will work with students to develop individualized postsecondary plans and ensure students are aware of graduation requirements, financial aid opportunities, and pathways to college or the workforce.	School counselors, Assistant Principals, Principal, CTE Executive Director, and High School teachers	Ongoing	Progress will be monitored through the review of student participation and enrollment in DE and CTE. The school leadership team and counselors will track students' completion of career interest surveys, postsecondary planning activities, and participation in college and career events. Data will be reviewed during		

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			leadership and counseling meetings to identify participation trends and to ensure students have access to postsecondary opportunities.		
ACT/ACT Workeys focus to ensure students are thriving and ready for post-secondary education.	Admin/Hughes				

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Professional Learning Community (PLC) for all teachers	Instructional Leadership Team All Teachers	Weekly / Ongoing/Summer months	Progress towards teacher growth and student achievement will be monitored through ongoing analysis of student work samples, CFAs, benchmarks, classroom walkthroughs and observations.	Student Work Samples Assessment Data Walk-through data Classroom Observations Meeting Agendas Sign-in Sheets	
Lead Teacher Meetings	District Lead Teachers	August 2026 - May 2027		Assessment Data Walk-through Data Classroom Observations Re-delivery of instruction to classroom teachers	
Teacher Leader Summit	Admin Lead Teachers	May 2027			

STUDENT SUPPORT SERVICES

Narrative

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Counseling and Mental Health	School Counselors School Social Worker District ICare Staff	August 2026 - May 2027		Sign-in sheets	
Afterschool Tutoring	ILT Teachers	August 2026 - May 2027		Sign-in sheets	
ICARE	License Prevention Specialist	August 2026 - May 2027		Sign-in sheets	
Open Health Clinic	Medical Professionals	August 2026 - May 2027		Sign-in sheets	
School-Based Nurse	Registered Nurse	August 2026 - May 2027		Sign-in sheets	

MULTI-TIERED SYSTEM OF SUPPORT

SEL Foundation for MTSS Success

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

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

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

Indicator Focus Area 1: Academics		Indicator Focus Area 2: Behavior	
S	Explicit SEL Instruction	S	Supportive school and classroom climates in PE classes.
M	Three times a week using the approved SEL curriculum	M	All students will engage in SEL activities 3 times a week with an emphasis on both academic and behavioral competencies.
A	80% of students show growth through SEL competencies	A	5% reduction in behavior referrals by the end of the school year.
R	Classroom assessments and surveys	R	Surveys, behavior referrals, and disciplinary records will be monitored quarterly to assess progress.
T	2026-2027 School Year	T	End of the 2026-2027 school year for evaluation of SEL program impact.
I	All students must engage in SEL activities	I	All students are required to participate in SEL competencies, either in small group sessions or whole class settings.
E	All students must engage in SEL competencies	E	80% of students will complete and demonstrate SEL competencies through assessments, surveys, and reflections
Goal Statement: By the end of the 2026-2027school year, Capitol High School will implement weekly SEL lessons in order for 80% of students to show academic growth as a result of the lessons.		Goal Statement: By the end of the 2026-2027school year, Capitol High School will implement weekly SEL lessons to reduce the number of behavior referrals by 5% compared to previous year data.	

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 1 Curriculum	PBIS with monthly celebrations Schoolwide Behavior Expectations
Tier II	
Supplemental Materials - Khanamigo, Zearn, and Amira	Restorative Practices Check in / Check out SEL Lesson Review
Tier III	
Intervention Materials - IReady (math and ELA), In-School Tutoring (pull outs throughout the day), and Afterschool Tutoring Individual and / or small groups to address instructional gaps	Functional Behavior Assessment with Individualized Behavior Plans ESS Behavior Strategist (ESS Students) Referral to Social Worker Tier III lessons or sessions In-School Suspensions; Suspensions at Alternative Site; Loss of Magnet Status; Recommendation for Expulsion

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

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.

[Capitol High School Discipline Matrix](#)

[Students Rights and Responsibilities 2025-2026](#)

Locations	Behavior Expectations				
Classroom	Be on time and prepared with materials	Follow directions the first time given	Stay on task and participate actively	Be respectful to your teacher, your classmates, and to yourself	Phones or electronic devices must be turned in to the teacher at the beginning of class
Hallway	Walk, don't run, to the right of the hallway	Go directly to the assigned class	Be respectful to your teacher, your classmates, and to yourself.	Phones or electronic devices must be turned off and must not be visible	
Cafeteria	Enter quietly in a line	Wash/sanitize your hands	Grab a tray / Sit in assigned seating	Clean up your area before leaving	Exit as instructed
Restroom	Enter quietly	Use the restroom quickly and return to class	Wash your hands and throw away any trash	Respect the privacy of others	Report any problems to an adult
Bus	Enter and exit the bus quietly and safely	Stay seated in the assigned seat and keep the aisle clear	Follow the adult and driver directions the first time given	Respect the bus driver, peers, and self.	
Arrival	Enter quietly by walking to the right of the hallway	Get breakfast from the cafeteria	Report directly to class to eat breakfast	Clean up your area once breakfast is complete	
Dismissal	Exit quietly by walking to the right of the hallway	Report directly to the bus/carpool/ walkers dismissal area			

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

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

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Open House	Admin	Fall Semester		Sign- in Sheets	
Literacy Night	Admin Teachers	Fall Semester		Sign- in Sheets	
Stem Night	Admin Teachers	Spring Semester		Sign- in Sheets	
FAFSA Meeting	Counselor Admin	October 2026		Sign- in Sheets	
Frequent Communication	Admin Teachers	August 2026 - May 2027		JCampus Contact Logs Robo Calls	
School Newsletter	Admin / Principal	August 2026 - May 2027	Monthly		
School Website and Social Media	Admin Digital Media Teacher	August 2026 - May 2027	Ongoing		

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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	The MTSS Plan will be communicated at the beginning of the school year at Orientation and Open House, on the website, and throughout the school year on school communication documents.
Academic Programs & Interventions	Parents will be notified of the curriculum and the instructors. Parents will receive notification of teachers who are not certified.
SEL & Behavior Interventions	Parents will grant permission for students to receive services from ICare and Open Health care providers.

Community Involvement

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

Instruction by Certified Teachers – Certified Teacher Recruitment

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Provide teacher preparation information to staff	Admin Lead Teachers	August 2026 - May 2027	Ongoing	Letters of Recommendation, emails and other communications	
Track student academic performance	Teachers	August 2026 - May 2027	Ongoing		

Transition to Next-Level School Programs

Choose Appropriate Level

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

<i>What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Progress Monitoring</i>	<i>Evaluation</i>	<i>Funding Source (Federal, state, and local)</i>
Attend surrounding area 8th grade Day events	Admin Lead Teachers	August 2026 - May 2027			
College Tours	Admin Lead Teachers	August 2026 - May 2027			
Earn Industry Based Certifications	Admin Industry Based Teachers	August 2026 - May 2027		Achievement of certifications	