



**East Baton Rouge Parish School System
Schoolwide Plan
Sherwood Middle Academic Magnet School**

6-8

1020 Marlbrook Drive

Jamie Noel, Principal

225-272-3090

jnoel@ebrschools.org

www.sherwoodmiddlemagnet.org

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	Date
Executive Director	Date

Faculty and Staff Review

[illegible]

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

Our mission is to empower our students with academic knowledge and skills necessary to successfully handle a rigorous high school preparatory and college/career readiness curriculum in a diverse setting.

School's Vision

Sherwood Middle Academic Magnet School will become a school of excellence with a collaborative learning community. With trusting, quality relationships among stakeholders, we will create meaningful, real-world experiences to develop globally competitive students.

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
741	351	197	123	65	31	329	60	1	0
Percentage	47.4	26.6	16.6	8.8	4.1	44.3	8	0	0

School Performance Score

2025-2026 Simulated SPS Score and Letter Grade	58.2 A
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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
6	75	No scores	25	No scores	0	No scores
7	100	No scores	0	No scores	0	No scores
8	n/a	No scores	n/a	No scores	n/a	No scores

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
.041	.016	.041	.017	0	0

Part 1: STRENGTHS

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

STRENGTHS		DATA SOURCE/INSTRUMENT
1.	The school SPS is 105.6.	2025-26 School Report Card
2.	The school earned an “A” letter grade label.	2025-26 School Report Card
3.	Percent proficient for all students on the Spring 2025 LEAP 2025 assessment is 70.3%.	2025-26 School Report Card

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. Attitudinal 2. Behavioral 3. Behavioral	Findings 1. A majority of students surveyed indicated that Sherwood Middle provides a learning and challenging environment.. 2. 94.2% of teacher walkthrough observations saw students highly engaged in organized classroom activities. 3. 86% of teacher walkthrough observations rated peers as highly effective.

Contributing Factor:	
Instrument(s):	
Data Type: 1. Attitudinal 2. Attitudinal 3. Behavioral	Findings 1. Parent survey indicates that a majority of parents feel that student collaboration is very strong. 2. A majority of teachers surveyed indicated that Sherwood promotes quality instruction by both. 3. Teacher walkthroughs indicated the majority of their peers that students were engaged in learning.

Part 2: WEAKNESSES

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

WEAKNESSES		DATA SOURCE/INSTRUMENT
1.	6th grade state assessment results are lower than 7th and 8th grade in all core content areas.	2025-26 School Report Card
2.	6th grade science scores were lower than other 6th grade subjects.	2025-26 School Report Card
3.	6th grade math scores were lower than other 6th grade subjects.	2025-26 School Report Card

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):	
Data Type: 1. Cognitive 2. Archival 3. Attitudinal	Findings 1. Student test results decreased from the previous testing cycle in certain subject areas. 2. 64% of 6th grade students come from elementary schools with traditional programs versus 36% of 6th grade students come from schools with magnet programs. 3. Performance reports indicated that a renewed focus on reading, writing, and student-centered activities is needed across curricula for 6th grade students.

Schoolwide Goals

Overall Goal: By the end of the 2026-2027 school year, Sherwood Middle Academic Magnet will increase from 58.2 to 60 as measured by Louisiana’s Accountability System. *(Use the Simulated SPS)*

% of Students GROWING	Current %	Goal %	% of PROFICIENT Students	Current %	Goal %	% of High School Students THRIVING	Current %	Goal %
Math	48.3	55	Math	68.8	70	Graduation Rate	NA	
English	46.3	50	English	80.5	85	Read based on a nationally recognized exam	NA	
Math growth for the lowest 25% of students	43.2	50	Science	71.3	73	Accelerated into college coursework, career training, or service	NA	
English growth for the lowest 25% of students	43.2	50	Social Studies	64.1	68			
English Language Acquisition (ELL)	na	na						

CORE ACADEMICS - ELA	Tier 1 Resources: My Perspectives
<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	Reading Literary Texts and Vocabulary Acquisition across all grade-levels. 6th Grade- RI.6.1-RI.6.10 7th Grade- RI.7.1-RI.7.10 8th Grade- RI.8.1-RI.8.10 ELA Louisiana State Standards Links 6th Grade- Click on Grade 6. 7th Grade- Click on Grade 7. 8th Grade- Click on Grade 8.
ELA SMART Goal:	The ELA % Mastery and above will increase from 80.5 to 85% 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.	

Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.

Teachers will implement structured literacy instruction using complex literary texts to strengthen reading comprehension, vocabulary acquisition, textual analysis, and writing skills. Instruction will incorporate explicit modeling, guided practice, and close reading strategies to ensure alignment with grade-level standards and LEAP 2025 expectations.

Students will engage in daily Tier 1 literacy instruction, supported by Reading and Magnet Support classes, small-group guided reading, and individualized intervention sessions to maximize time on task and targeted skill practice.

Advanced students will participate in enrichment activities, including analyzing higher-complexity texts, extended writing tasks, and project-based literacy opportunities to accelerate growth beyond grade-level expectations.

Students struggling with reading comprehension or vocabulary acquisition will receive additional support through small-group instruction, guided practice, progress monitoring, and scaffolded writing tasks. Interventions will be guided by assessment data, including LEAP 360, CFAs, and benchmark results.

These strategies support the Louisiana Education Priority of ensuring all students are on track for a professional career, college degree, or service by developing critical literacy skills across reading, writing, and vocabulary that are essential for lifelong learning and success.

ACTION STEPS

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>
No Red Ink - Teachers will use NoRedInk to strengthen students' writing and grammar skills. Instruction will follow a structured writing cycle that includes teacher modeling, guided practice, independent practice, and targeted feedback. Teachers will assign differentiated activities based on student needs and monitor progress using platform data to adjust instruction and provide intervention where needed.	ELA Teachers ILT for data	Weekly meetings	observations and reflections	Data driven PLCs and Content Specific Meet and	Title I
Accelerated Reader - Teachers will implement Accelerated Reader to promote independent reading	All Administration, ALL teachers	Quarterly	Student Feedback	Student Engagement	Title I

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and improve comprehension. Students will engage in daily independent reading, followed by quizzes to assess understanding. Teachers will set individualized reading goals, monitor progress, and provide support or enrichment based on student performance.				Activities	
Incorporate academic vocabulary-building techniques through morphological analysis and contextual learning.	Teachers				
Use rubrics to structure and organize thoughts about the text, guiding the development of a well-crafted written response.					

CORE ACADEMICS - Mathematics	Tier 1 Resources: Eureka Math Squared
<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	Students will improve in major content areas by grade level as follows: 6th Grade: Expressions, Inequalities, and Equations 7th Grade: Analyze Proportional Relationships and solve problems 8th Grade: Proportional Relationships, Linear Equations, and Functions Louisiana State Standards for Math
Math SMART Goal:	The Mathematics % Mastery and above will increase from 68.8% to 70% 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>	
Strengthening all foundational math skills to increase fluency in all major subcategories across grade levels in Math as measured by the LEAP 2025.	

In each grade level, students are performing lowest in the following major content subcategories:

6th Grade: Expressions, Inequalities, and Equations

7th Grade: Analyze Proportional Relationships and Solve Problems

8th Grade: Proportional Relationships, Linear Equations, and Functions

As these subcategories spiral throughout the grade-levels, students continue to perform the lowest in these areas throughout all three grades.

Gaps in understanding of the content taught related to expressions, inequalities, and equations in the 6th grade, lead to continued gaps in understanding when these ideas are expanded upon in 7th and 8th grade with proportional relationships, problem solving, linear equations, and functions.

Improved understanding of expressions, inequalities, and equations in the 6th grade, will lead to stronger foundational math skills which will show increased overall performance across grade-levels and improved performance on the LEAP 2025 Math assessments. Improved problem solving skills will also lead to increased student engagement in math classes throughout middle and high school due to less student frustration and avoidance.

ACTION STEPS

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>
Implementation of Zearn: Zearn Math digital lessons align to Eureka Math Squared on the unit level and can be reordered to directly follow the curriculum's scope and sequence, Zearn making the transition between classroom instruction and digital practice seamless and coherent. Students aren't jumping to something new — they're going deeper into exactly what they've already been taught.					

Implementation of Delta Math: DeltaMath is a powerful, teacher-driven online math practice platform that gives middle school students targeted opportunities to reinforce and master the concepts they're learning through Eureka Math Squared. Rather than replacing classroom instruction, DeltaMath works alongside it — providing students with structured, feedback-rich practice that deepens understanding of the same skills their teacher is building each day.					
• The school will utilize high-quality, standards-aligned instructional materials, including Eureka Math Squared (k -5) 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.					
• 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 are approaching mastery, or need additional support, and form targeted small groups accordingly.					
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CORE ACADEMICS - Science	Tier 1 Resources: Amplify
<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	School's Priority: Increased student performance in evaluating the relationship between scientific phenomena (i.e. chemical reactions, energy transfer, etc.) across all grade levels.
Science SMART Goal:	The Science % Mastery and above will increase from 64.1 to 66 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
- d. Include interventions and strategies to increase student achievement in underperforming subgroups.

Be sure to address all four strategies and identify the Louisiana Education Priority that the school will target in the narrative.

Gaps in understanding of the content taught related to scientific evaluation in the 6th grade, lead to continued gaps in understanding when these ideas are expanded upon in 7th and 8th grade.

Improved understanding of scientific evaluation in the 6th grade, will lead to stronger foundational science skills which will show increased overall performance across grade-levels and improved performance on the LEAP 2025 Science assessments. Improved evaluation skills will also lead to increased student engagement in science classes throughout middle and high school due to less student frustration and avoidance.

ACTION STEPS

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</i> <i>(Federal, state, and local)</i>
Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction	Science Team	Aug 25-May 26	Meet and Eat	Student Data Sheets	Title I
Weekly, Science teachers will use a variety of research-based instructional strategies including higher order thinking and differentiate instruction	Science Team, ILT, Administration	Aug 25 - May 26	Meet and Eat	Student Data Sheets	Title I
Using ongoing data, teachers will provide students with remediation, intervention, and/or enrichment opportunities.	Science Team, ILT, Administration	Aug 25 - May 26	Meet and Eat	Student Data Sheets	Title I

CORE ACADEMICS - Social Studies	Tier 1 Resources: Galapade
<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	Increased student performance in evaluating the cultural history and artifact analysis across all grade levels.
Social Studies SMART Goal:	The Social Studies % Mastery and above will increase from 71.3 to 73 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>	
Increasing performance in the major content subcategories as follows (based on the 2024-2025 LEAP 2025 scores): <u>6th Grade:</u> Geography <u>7th Grade:</u> Economics <u>8th Grade:</u> Geography Louisiana State Standards for Social Studies Students show low acquisition of foundational geography skills on the 6th Grade LEAP 2025 assessment (37% proficient) and this trend continues	

throughout grades 7 and 8, with Geography remaining the lowest performing major content subcategory in the 8th Grade.

Improved understanding of foundational geography skills in 6th grade, will lead to stronger understanding of geography which will show increased overall performance across grade-levels and improved performance on the LEAP 2025 Social Students assessments. Improved geography skills will also lead to increased student engagement in Social Studies classes and more opportunities for students to enroll in Social Studies electives like Pre-AP and AP Geography classes.

ACTION STEPS

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>
Activities that promote academic achievement and meet the needs of students will be incorporated into daily instruction	Social Studies Team	Aug 26-May 27	Meet and Eat	Student Data Sheets	Title I
Weekly, Social Studies teachers will use a variety of research-based instructional strategies including higher order thinking and differentiate instruction	Social Studies Team, ILT, Administration	Aug 26 - May 27	Meet and Eat	Student Data Sheets	Title I
Using ongoing data, teachers will provide students with remediation, intervention, and/or enrichment opportunities.	Social Studies Team, ILT, Administration	Aug 26 - May 27	Meet and Eat	Student Data Sheets	Title I

Non-CORE Academics	Resources: Magnet Retention
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ACTION STEPS					
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>
Student retention in the magnet program: Implement a daily Magnet Support Class for students who fall below a 2.5 GPA or who were admitted under the Basic/Basic criteria. During this class period, students will complete missing and current assignments, receive targeted academic support in core subjects, and engage in structured study and organization skill-building activities. Students will maintain a daily progress folder that includes updated grades, missing assignments, and teacher feedback, which will be reviewed by teachers and signed by parents each day. The Magnet Site Coordinator will conduct weekly check-ins with students to review academic performance, address challenges, and provide guidance to support improvement and retention in the magnet program	Magnet Coordinator, Administration, Teachers	August 2026 - May 2027	Meet and Eat/Grade Level Meeting	Student Data Sheets Agendas/Sign-in	
Teachers in non-core courses will integrate reading and writing strategies into instruction.					
Physical Education classes will incorporate social-emotional learning and wellness practices that support student well-being, teamwork, and goal setting.					

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>
Subgroups: The school will provide additional academic support opportunities for identified student subgroups through specialized remediation support classes (Magnet Support and Reading)					
The school will communicate regularly with families about the importance of daily attendance. Teachers and administrators will contact families when students accumulate multiple absences and provide information about attendance expectations and available support. The school will share attendance reminders through newsletters, school messaging systems, social media, or parent meetings.					
The school will implement a weekly attendance monitoring process. The attendance clerk will generate weekly attendance reports identifying students with three or more absences or patterns of tardiness. The administration, counselor, or attendance team will review the report and assign staff members to contact parents or guardians. Staff will discuss attendance concerns, identify barriers such as transportation or health issues, and develop an attendance improvement plan when necessary.					

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>
Teachers will participate in professional development focused on the effective implementation of high-quality instructional materials (HQIM). Training will include understanding curriculum structure, lesson preparation, and strategies for delivering standards-aligned instruction. Teachers will collaborate during PLC meetings to review upcoming lessons, discuss instructional strategies, and share best practices for using the curriculum effectively.					
Teachers will participate in professional development focused on understanding and applying the Louisiana Educator Rubric. During training sessions, teachers and administrators will review the rubric indicators and discuss what effective instruction looks like at each performance level. During PLC meetings, teachers will reflect on their own instruction using the rubric and identify areas for growth. Teachers will connect rubric indicators to lesson planning, questioning strategies, student engagement, and monitoring for understanding. Administrators and instructional coaches will conduct classroom observations and provide feedback aligned to specific rubric indicators.					

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Teachers will participate in regular collaborative planning sessions (PLCs or grade-level meetings) to review student work, analyze assessment data, and plan targeted instruction. During these sessions, teachers will discuss strategies for differentiating instruction, designing small-group lessons, and integrating evidence-based practices. Administrators or instructional coaches will support collaboration by facilitating discussions, providing feedback, and helping teachers set actionable goals for improving student outcomes.					
Teachers will receive professional development on implementing small-group instruction and differentiated teaching strategies to meet the needs of diverse learners. Teachers will use student data to form instructional groups and provide targeted support to address specific skill gaps.					

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.

Counseling Services

The school employs a full-time, state-credentialed school counselor who delivers both individual and small-group counseling sessions focused on academic development, personal/social growth, and career readiness. The counselor operates within a comprehensive school counseling program framework aligned with the American School Counselor Association (ASCA) National Model. Services include:

- **Individual counseling** for students identified through teacher referrals, self-referrals, or CNA data as experiencing social-emotional barriers to academic success
- **Small-group counseling** targeting specific needs such as anxiety management, grief and loss, family transitions, and peer conflict resolution
- **Classroom guidance lessons** embedded into the instructional schedule to build universal social-emotional competencies across the student body
- **Crisis response and intervention**, including coordination with school administration and family notification protocols

School-Based Mental Health Programs

In partnership with community mental health providers, the school has established a school-based mental health program that extends counseling services beyond what the school counselor alone can provide. Key components include:

- **Licensed social worker** embedded on-site on a regular schedule to provide therapy services to students with identified mental health needs

<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 train all staff in positive behavior interventions and supports (PBIS) to create a consistent, supportive school environment.				PBIS, Restorative Practices, Crisis Response, Anti-Bullying Programs	
The school will implement social-emotional learning (SEL) lessons within the curriculum to teach empathy, problem-solving, and conflict resolution. The school will offer small-group skill-building sessions for students struggling with social skills or emotional regulation. The school will establish a peer mentoring program that pairs older students with younger students to model positive behavior and social skills.				SEL Curriculum, Mentoring, Mental Health Services	
School social workers will meet regularly with students and families to address social, emotional, and behavioral needs and connect them to community resources.				MTSS Framework, SISP Services,	

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				Social Worker Home-School Liaison	
The school will partner with community mentors or organizations to provide mentoring sessions that focus on goal setting, resilience, and self-awareness. The school will implement daily or weekly SEL check-ins, such as morning circles or emotion journals, to encourage reflection and self-awareness.				Mental Health Family Sessions, Community Mentoring Partnerships	
Counselors will work with classroom teachers to deliver targeted social-emotional lessons on coping strategies, conflict resolution, and emotional regulation.				Trauma-Inform ed Teaching, Teacher SEL Professional Development	

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:		Indicator Focus Area 2:	
S	All teachers will deliver the SEL curriculum during their PE classes. Each PE teacher will teach the curriculum.	S	SMAMS will develop a system of supportive school and classroom climates ensuring a strong (PBIS) system is in place campus wide.
M	We will monitor Overcoming Obstacles usage data, observations of lessons, student grades on quizzes and pre/post test results	M	We will monitor success using PBIS data - infraction logs and times of infraction by student and teacher
A	All PE teachers will be implementing the curriculum this school year.	A	Computer misuse is a topic we will focus on to ensure that the students are following the rules with their technology. We will ensure that they all use it properly, and are focused on their school work
R	This goal is relevant because SEL is a part of our schools MTSS plan and is recognized as a key part of it. We will address the needs of the students by ensuring that the competencies build lasting relationships and manage their emotions.	R	This goal will help our students stay focused on their work in the classroom.
T	By the end of August all students will pretest in Overcoming Obstacles.	T	*By the end of August we will have explicitly taught all behavior expectations to students.

	During the second week of school, we will begin the scope and sequence for SEL instruction.		*By the end of August all teachers will be familiar with SMAMS rules and procedures *Focus areas will be identified monthly
I	All students will be part of the SEL lessons. By focusing on SEL instruction, we hope to create an inclusive environment where all students feel welcomed.	I	All students will be part of the SEL lessons. By focusing on SEL instruction, we hope to create an inclusive environment where all students feel welcomed.
E	Developing SEL skills in students will help them to identify situations that will empower them to be leaders on campus.	E	Developing SEL skills in students will help them to identify situations that will empower them to be leaders on campus.
Goal Statement: During the 26-27 school year, SMAMS is going to focus on ensuring that every student receives explicit SEL instruction in their PE class.		Goal Statement: During the 26-27 School year, SMAMS will focus on implementing Supportive School and Classroom Climates that will help to monitor our PBIS procedures so that we have a culture at SMAMS that is conducive to learning.	

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, MyPerspectives, Amplify and Galapade - Instructional Strategies will include TLAC strategies	- PBIS - School wide behavior expectations will be taught first day and week of school - SEL will be implemented in PE/Dance Classes - ICare lessons - Counselor lesson in classrooms
Tier II	
- Small groups during the day to deliver targeted assistance - Counselors will develop a schedule for intervention times - Strategies for Tier II and Tier III students' interventions will be planned by counselors	- Mentoring with counselors and admin team - Reset room SEL lessons - Tier II sessions with counselor or I CARE

Tier III

- | | |
|--|--|
| <ul style="list-style-type: none"> • Focus on Explicit Vocabulary instruction • Counselor will have Individual or small groups to address individual needs | <ul style="list-style-type: none"> • Refer to Social Worker • Tier III lessons or sessions |
|--|--|

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.

Locations	Behavior Expectations				
Classroom	Appropriate responses to adults and peers at all times	Follow classroom rules and expectations			
Hallway	Use appropriate language - Respect other's personal space at all times	Walk to the right of the hallways. One way hallways in the common areas			
Cafeteria	Act appropriately while eating				
Restroom	Rules of proper				

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	behavior apply in restroom also				
Bus	Get on bus in timely manner and same rules apply on bus - at school				
Arrival/ Dismissal	Act appropriately when teachers/adults address you				

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

- The first week of school the SEL focus will teach the expectations and get the students ready for the new school year.
- One expectation will be highlighted each month

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.

Sherwood Middle Academic Magnet School will use academic themed- integration events where students present projects that combine multiple subjects around a central theme, such as cultural studies, environmental science, or global awareness, to promote interdisciplinary learning.

<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>
Parent/Family Engagement SMAMS has an open house where families tour classrooms, meet teachers, and learn about the curriculum and strategies to support learning at home. Share a family engagement calendar with monthly suggested literacy, math, and STEM activities that families can do at home to reinforce learning. Bookfair once a year provide students with access to diverse reading materials and foster a culture of reading. Fine arts nights where students showcase visual arts, music, theater, or dance projects to families	Principal, Assistant Principals, Teachers All stakeholders Librarian Fine Arts Teachers	August 2026 – May 2027 August 2027 October 2026 March 2027	Sign in Sheets and feedback forms	Quarterly, parents, students, and teachers will be surveyed about the use of the planners.	Title I

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and the community, encouraging creativity and engagement.					
MTTS Parent and Family Engagement	Principal, Assistant Principals, Teachers	August 2026 – May 2027		Quarterly, parents, students, and teachers will be surveyed about the use of the planners.	

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	• Plan parental workshops • Falcon Fundamentals • High School Planning Night • Optimum Organization
Academic Programs & Interventions	• Monitor student achievement by utilizing JCampus reports. • Meet with students on probation to provide additional support. • Daily progress sheets for daily communication between teachers and parents. • Analyze student data in PD. • Reward high performing students at Honor Roll Recognition.
SEL & Behavior Interventions	• Plan PBIS activities. • Hold PBIS meetings the week of each month. • Provide all teachers with SEL Scope & Sequence • Setup SEL section in SMAMS Faculty GoogleClassroom • Post weekly SEL lesson topics/teachers teaching/schedule of lessons • Training provided by the SEL director during Eat and Meet.

Community Involvement

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

- STEM Day
- Career Day
- Back to School Night
- Science Fair
- Pi Day

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>
The administrative team will attend the EBR teacher recruitment fair in order to recruit highly qualified teachers. Once a month, during team planning periods throughout the school year, on-site mentors, the magnet lead teachers, and / or the in-house professional staff developer will meet with highly qualified mentee teachers to model/coach, to problem-solve and to provide support. Once a month, throughout the school year, administrators, dean of students and /or counselor will meet with the new highly qualified teachers to provide support, guidance, and follow-up.	Principal, Assistant Principals, Teachers	August 2026 – May 2027		A review will be done by the principal and assistant principals, at midterm and at the end of the 26-27 school year, to check on the status of teachers identified as not highly qualified. Newly Hired teachers will document their progress such as Praxis scores or completed college courses. This information will be shared with Human Resources for verification that Highly Qualified status has been met.	Title
Provide mentorship programs pairing non-certified teachers with certified, highly					

effective teachers to guide them through instructional best practices and certification preparation.					
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Transition to Next-Level School Programs

Choose Appropriate Level

Elementary School to Middle School

<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 sixth grade teachers and administrative staff will collaborate to develop a transitional "Jump Start" program for incoming 6th grade students. Varied instructional strategies will be utilized during this two week program.	Principals, Assistant Principals, Sixth Grade Teachers	August 2026– May 20267	During team meetings, the month of August, the administrative staff and the sixth grade teachers will collaboratively discuss the impact / results of the “Jump Start” program and to address any future needs.		Title I
Eighth grade teachers, school counselors, and administrators collaborate to design an Eighth Career Day. Community members and representatives from various businesses participate.	Principals, Assistant Principals, Eighth Grade Teachers, School Counselors,	January 2027– March 2027	Parent and/or Student Surveys, sign-in sheets, program		Title I

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School-based counselors collaborate to design a High School Night where eighth grade students and parents visit with representatives from various high schools. Eighth grade teachers and school counselors prepare students for High School Placement exams through daily instruction and counseling. Teachers counsel parents after students have taken the tests. During Open House at various high schools during the school day students and parents visit various schools.	High School Personnel Guidance Counselors	October 2027	agendas, High-School Placement Night agendas & sign-in sheets, Career Day Invitations and Participant Bios		
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