East Baton Rouge Parish School System
Schoolwide Plan
Riveroaks Elementary School

PreK - 5th

950 Fountainbleu Dr., Baton Rouge, LA 70819
Principal - Angela Oquin
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Riveroaks Elementary School Website

2025 - 2026

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District Assurance

- The plan was developed with the involvement of parents and other community stakeholders.

- The plan was initially developed for one year, unless the LEA, in consultation with the school, determined that less time was needed to develop and implement a schoolwide plan.

- The plan will remain in effect for the duration of the school's participation in Title I, except that the school will regularly monitor and revise the plan as necessary

- The plan is available to the LEA, parents, and the public in an understandable and uniform format.

- Where appropriate, the plan was developed in coordination with other federal, state, and local services, resources, and programs, and where applicable, consistent with Comprehensive Intervention Required (CIR) or Urgent Intervention Required (UIR) activities.

  (Component 1): Comprehensive Needs Assessment

  (Component 2): Evidence-Based Strategies

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

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

  (Component 5): Early Childhood Transition

  (Component 6): Teachers Participate in Decision

  (Component 7): Timely Assistance and Interventions

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

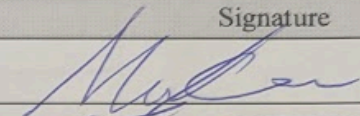 (Component 9): Teacher Recruitment and Retention
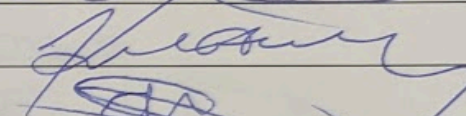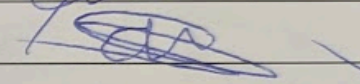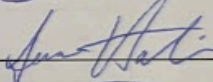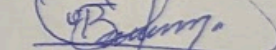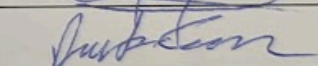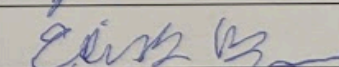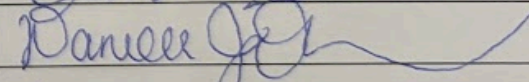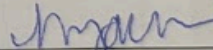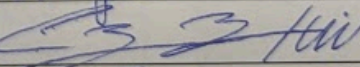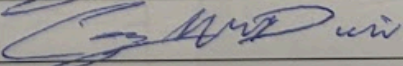
- I further certify that the information in this assurance is true and correct to the best of my knowledge.

Principal	Date
Executive Director	Date
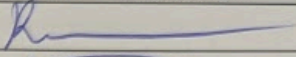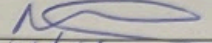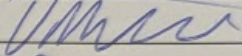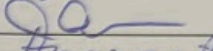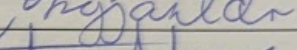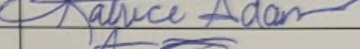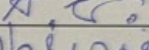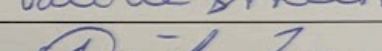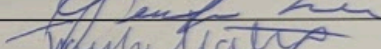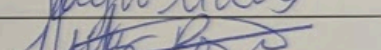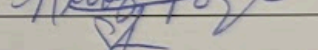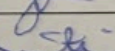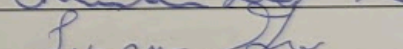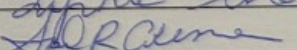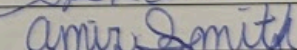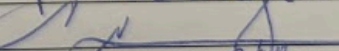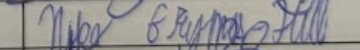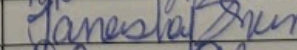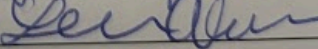
Parent & Stakeholder Review

Date	Name	Position	Signature
9/2/25	Meka Hilliard	DWayne Parent	
9/2/25	Lodericka Garrett	" "	
9/2/25	Kisha Chistenberry	Parent	
9/2/25	Amy washington	parent	
	Doris Xiomara		Doris
9/2/25	Rosy Holguin	parent	
	Yulis Bonilla	Parent	
9/2/25	Blanca Morales	Parent	
9/2/25	Justin Evans	Parent	
9/2/25	Elisha Barnes	parent	
	Danielle Johnson	Parent	Danielle
9/2/25	Marquetta Jacksn	parent	
9-2-25	Corey Hill	Parent	
9-2-20	Carlina Davis	Parent	

Faculty and Staff Review

Date	Name	Position	Signature
9/2/25	Karla Huxen	AP	
9/2/25	Marilyn Maillet	ESS	
9/2/25	Veleda Marshall	ESL	
9/2/25	James Ande	ESS	
9/2/25	Maribeth Jasildo	Ins. Coach	
9/2/25	Katrice Adams	school counselor	Katrice Adams
9/2/25	Ariel Franklin	Pre-K Teacher	A.F.
9/2/25	Valerie Smith	ESS	Valerie smith
9/2/25	Jerilyn Lee	ESS	
9/2/25	Taylor Mattox	1st grade teacher	
9/2/25	Nicky Popillion	ESL	
9/2/25	Skylar Frias	1st grade	
9/2/25	Christine Trahan	1st Grade	Christine Trahan
9/2/25	Tyrone Green	5th Grade	
9/2/25	April R Coleman	5th Grade	A. R. Coleman
9/2/25	Amir Smith	5th Grade	amir Smith
09/02/25	Hilda Taylor	4th Grade	Hilda Taylor
9/2/25	Sylvia J Sm	Grade	
9/2/25	Nika Grymes-Hill	4th Grade	Nika Grymes-Hill
9/2/25	Taneisha Brown	Kindergarten	Taneisha Brown
9/2/25	Lexis Atkins	Kindergarten	Lexis Atkins

Louisiana's Goals and Priorities

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

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

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

Mission & Vision Statements

District's Mission

Educating all students for success.

District's Vision

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

School's Mission

The mission of Riveroaks Elementary School, in partnership with families and the community, is to cultivate an environment for all learners to possess the academic and social skills necessary to become constructive and effective members of the community.

School's Vision

Riveroaks Elementary School will be an engaging foundation of the community by inspiring and empowering students to become inquisitive learners, critical thinkers, dynamic citizens, and innovative leaders.

Instructional Leadership Team

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

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

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

Riveroaks Elementary School Long-Range Plan 2025-2026

ILT Members			
ILT Meeting Date and Time: Fridays, 12:30pm - 1:30pm			
Angela Oquin, Principal	Karla Huxen, Assistant Principal	Katrice Adams, School Counselor	Crystal Doucette*, Interventions
Larry Smith, ESL Teacher	Veleda Marshall*, ESL Teacher	Nicky Popillion*, ESL Teacher	Gregory Leblanc, ESL Teacher
Marilyn Maillet*, ESS Teacher	Pamela Malveaux, ESS Teacher	Dr. Jasildo, Instructional Coach	Sivitra Carter, School Librarian
James Anderson*, ESS Teacher			

*Mentor Teacher

Data Types

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

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

Comprehensive Needs Assessment
SY 2025-2026 Schoolwide Planning

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

Total Student Enrollment	Black or African American	White	Asian	Hispanic	Students with Disabilities	Economically Disadvantaged	504	English Learner	Homeless
505	206	35	12	252	48	324	12	180	14
Percentage	40.8%	6.9%	2.4%	49.5%	9.5%	64.2	2.4%	39%	2.8%

School Performance Score				
2018-2019 63 C	2021-2022 62.5 C	2022-2023 65.3 C	2023-2024 61.5 C	2024-2025 SPS Letter Grade
Assessment Index Score				
2018-2019 54.3 D	2021-2022 47.2 F	2022-2023 47.8 F	2023-2024 47.4 F	2024-2025 SPS Letter Grade
Progress Index Score				
2018-2019 88.9 B	2021-2022 90 B	2022-2023 98.8 A	2023-2024 88.9 B	2024-2025 SPS Letter Grade

		Pre-Kindergarten EOY Data					
	Skill Objective	**% Below Expectations**		**% Meeting Expectations**		**% Exceeding Expectations**	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
TS GOLD Measure	**Objective 15** Demonstrates phonological awareness, phonics skills, and word recognition)	15%	13%	78%	88%	7%	0%
	Objective 16 Demonstrates knowledge of the alphabet	2%	15%	52%	67%	46%	19%
	Objective 17 Demonstrates knowledge of print and its uses.	17%	6%	81%	94%	2%	0%
	Objective 18 Comprehends and responds to books and other texts	13%	6%	78%	94%	9%	0%
	Objective 19 Demonstrates writing skills	4%	2%	65%	67%	31%	31%
	Objective 20 Uses number concepts and operations		10%		85%		4%

K-3 Literacy EOY Data (in %)									
DIBELS	Grade Level	Well Below Benchmark		Below Benchmark		Benchmark		Above Benchmark	
		2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
	Grade K	57%	48%	7%	8%	15%	16%	21%	28%
	Grade 1	32%	32%	18%	12%	23%	30%	27%	26%
	Grade 2	33%	34%	18%	20%	24%	18%	25%	28%
	Grade 3	24%	17%	16%	10%	29%	35%	31%	38%

ELPT Data						
Grade Level	% at Proficient		% at Progressing		% at Emerging	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
Grade K	0%		21%		79%	
Grade 1	7%	5%	85%	66%	8%	31%
Grade 2	22%	15%	65%	73%	13%	12%
Grade 3	25%	9%	63%	78%	12%	13%
Grade 4	4%	25%	73%	56%	23%	19%
Grade 5	15%	17%	77%	66%	8%	17%

Behavioral Data					
ISS %		Suspension to Alternative Site %		Expulsion %	
2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
0.89	0.22	3.79	4.77	.007	.004

Part 1: STRENGTHS

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

	STRENGTHS	DATA SOURCE/INSTRUMENT
1.	39% of students scored proficient in writing on the 2024-2025 LEAP assessment. This was the strongest area.	2024-2025 LEAP
2.	42% of 3rd grade students scored proficient in Mathematical Reasoning and Modeling.	2024-2025 LEAP
3.	Students increased by 0.41 in the speaking domain	2024-2025 ELPT

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: Consistent data analysis during weekly PLCs and implementation of best practices and strategies along with student engagement led to effective instruction.	
Instrument(s): Principal Walkthroughs/Compass Evaluations; Collaborative Planning/Illuminate /ANET Benchmark Exams	
Data Type: 1. Behavioral 2. Behavioral 3. Archival.	**Findings** 1. According to classroom observations, classroom teachers provided objectives and specific feedback throughout lessons 75% of the time. 2. PLC teams met weekly to discuss CFA and benchmark data to determine priority standards/skills that need to be retaught & reassessed using a common instructional practice and/or tool. 3. K-5 students received instruction in Foundational Skills using Tier 1 resources

Contributing Factor: Positive school climate results in improved collaboration and improved educational practices	
Instrument(s): Parent, teacher, and staff surveys; classroom observations	
Data Type: 1. Behavioral 2. Attitudinal 3. Attitudinal 4. Attitudinal	**Findings** 1 School-wide expectations and rules were established and adhered to by students and staff. 2. Parents reported that they feel welcomed at school. 3. Classroom observations showed positive student behavior in classrooms. 4. Students reported feeling safe at school.

Contributing Factor: RTI groups are formed based on benchmark data, and students receive targeted interventions daily.	
Instrument(s): DIBELS, Illuminate & ANET Benchmark exams, Teacher Survey, Classroom observations	
Data Type: 1. Archival 2. Archival 3. Archival.	Findings 1. Administration observed scheduled interventions throughout the day. 2. ESL teachers pulled students regularly and planned with classroom teachers for ELA. 3. Instructional staff cited that weekly meetings are held to analyze data from district and state assessments where common assessments, as well as strategies, were used and data was reanalyzed.

Part 2: WEAKNESSES

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

	WEAKNESSES	DATA SOURCE/INSTRUMENT
1.	56% of Kindergarten students were below or well below in DIBELS	DIBELS EOY
2.	Only 22% of students were proficient in the Reading Category	2024-2025 LEAP ELA
3.	Overall reading scores decreased by 0.25 on ELPT	2024-2025 ELPT

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: Difficulties with phonemic awareness in grades K-3.	
Instrument(s): DIBELS, Amira	
Data Type: 1. Archival 2. Archival 3. Behavioral	Findings 1. Observations of Heggerty and small group instruction indicate many students struggle with nonsense word fluency. 2. Walkthroughs using the district observation tool indicate there is limited use of effective small groups and workstations. 3. There was a significant amount of time dedicated to computer-based programs that did not increase student achievement levels.

Contributing Factor: Insufficient amount of time dedicated to allowing productive struggle in classes that require a significant amount of reading.	
Instrument(s): LEAP Assessment, District Unit Assessments, District Walkthrough Tool	
Data Type: 1. Archival 2. Archival 3. Behavioral	**Findings** 1. 25% of students in grades 3-5 scored Mastery or Advanced on the 2025 ELA LEAP 2. 20% of students in grades 3-5 scored Mastery or Advanced on the 2025 Science LEAP 3. Walkthroughs using the district walkthrough tool indicate there is a limited amount of accountable talk/ collaboration among students in approximately 85% of classrooms.

Contributing Factor: The majority of students in 5th grade were unprepared for the rigor of the classes.	
Instrument(s): LEAP Assessment, District Unit Assessments, DIBELS	
Data Type: 1. Archival 2. Archival 3. Archival	**Findings** 1. The 5th grade students entered 3rd grade (in 2022) with 73% of students well below in phonemic awareness. These students left 3rd grade with 35% proficient on DiBELS. A lack of foundational skills has contributed to a consistent decline in assessment scores for students without tests read aloud. 2. 11% of 5th grade students were proficient on the ELA LEAP. 3. 12% of 5th grade students were proficient on the Math LEAP

Schoolwide Goals

% of Students GROWING	Current % (24-25)	Goal % (25-26)	% of PROFICIENT Students	Current % (24-25)	Goal % (25-26)
Math	35%	50%	Math	28%	40%
English	61%	75%	English	25%	40%
Math growth for the lowest 25% of students	61%	75%	Science	20%	30%
English growth for the lowest 25% of students	86%	90%	Social Studies		
English Language Acquisition (ELL)	34%	45%			

Overall Goal: By the end of the 2025-2026 school year, Riveroaks Elementary School's SPS will increase from 61.5 to 65.5 as measured by Louisiana's Accountability System.

CORE ACADEMICS - ELA	Tier 1 Resources:	Pre-K: Frogstreet K -2: Expeditionary Learning (EL) 3rd – 5th: Louisiana Guidebooks Time Allocated for Instruction in Foundational Skills: ● K-2: 120-minute literacy block w/ 15 minutes whole group foundational skills and 45 minutes small group foundational skills ● 3rd Grade: 60 minutes whole group instruction, 30 minutes small group foundational skills, 30 minutes ELA interventions/acceleration

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

School Literacy Plan
(Elementary and K-8 Schools)

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

ELA Focus Area	Referring explicitly to the text to demonstrate an understanding of the text.
DIBELS Focus Area	Phonemic Awareness Skills, measured by Phoneme Segmentation Fluency and Nonsense Word Fluency
DIBELS SMART Goal:	The DIBELS EOY Composite Score will increase from 55% At or Above Level to 65% At or Above Level on the Spring 2026 DIBELS EOY Assessment for the 2025-2026 school year.
ELA SMART Goal:	The ELA Assessment Index will increase from XX to XX on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.

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

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Areas of Progress: Teachers and Support Staff utilized small group instruction during the intervention block to target skills that would increase students' ability to identify the sounds in words and decode.

ANALYSIS

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

School's Priority: The priority is to provide students with the foundational skills they need to read fluently so they can respond to questions about a text and use evidence to support their responses.

Student Learning Problem: When we look at student Lexile levels compared to Interim scores and LEAP scores, there is a correlation between Lexile levels and achievement levels for the majority of our students. We have very few students who can read fluently but still score below level on summative assessments. By improving foundational skills, students should be prepared for the complexity of LEAP.

Root Cause & Supporting Data: Lack of fluency skills as evidenced in DIBELS assessments.
Student Impact (Measurable Impact): Student reading fluency scores should increase and be reflected in both DIBELS scores and LEAP scores.
Educator Professional Learning Needs: Teachers in all grade levels need professional development in the teaching of foundational reading skills.

ACTION STEPS
Actions Steps & Progress Indicators

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
Improve teachers' and students' understanding of the writer's expectations - Writers Checklist - Writing Rubrics Structured backward design planning where the	**ILT, Teachers**	**Ongoing**	**CFAs, DIBELS progress monitoring**	**Unit Assessments, Interim Assessments, DIBELS MOY and EOY**	

Literacy Coach guides teachers through each section of their grade level curricular resources to ensure teachers understand what lessons should look like and sound like Use rubrics to structure and organize thoughts about the text, guiding the development of a well-crafted written response and Parts A and B. Incorporate academic vocabulary-building techniques through morphological analysis and contextual learning. Engage in close reading strategies, annotation, and vocabulary-building exercises to strengthen comprehension. Participate actively in discussions, peer reviews, and revision exercises to refine analytical and writing skills. Establish tiered workstations based on student data and individualized needs. During teacher collaboration meetings, teachers will meet with their grade-level/content team and instructional coaches (Math/Literacy) to provide job-embedded learning that allows teachers to collaborate with peers. During teacher collaboration meetings, teachers will also compare student work samples, analyze				

data, create common formative assessments (CFAs), and annotate lesson plans.					
Tutoring (School Year)	**Principal, AP, 8 certified teachers**		**ELPT Scores, DIBELS Data, LEAP Data**		Title I: $12,000
Summer Planning	**ILT**		**Agendas**		Title 1: $6,000
Accelerated Reader for students in grades 3-5	**School Librarian**	**Ongoing**	**STAR Assessment**	**Students will increase reading stamina and comprehension**	Title 1: $4,890

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

AMBITION

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

Math Focus	**Expressing Mathematical Reasoning by increasing number sense.**

Area	*Number sense involves:* ● *Understanding quantities* ● *Grasping concepts like more and less, and larger and smaller* ● *Understanding the order of numbers in a list: 1st, 2nd, 3rd, etc.* ● *Understanding place value* ● *Understanding symbols that represent quantities (7 means the same thing as seven) as well as vocabulary* ● *Making number comparisons (12 is greater than 10)* ● *Recognizing relationships between single items and groups of items (seven means one group of seven items)*
Math SMART Goal:	The Math Assessment Index will increase from XX to XX on the LEAP 2025 Spring 2026 Assessment for the 2025-2026 school year.

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

Areas of Progress: Teachers are utilizing progress monitoring data to identify skills identified as weak for individual, small group, and classes of students so they can supplement instruction with state-approved materials.

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

School's Priority: To improve number sense in math so students can build reasoning and problem-solving skills.

Student Learning Problem: Students need more time with hands-on materials and more opportunities to make sense of problems.

Root Cause & Supporting Data: Observational data show that the majority of teachers were not using manipulatives or requiring students to use models to represent quantities as indicated by Eureka and/or when the students needed this scaffolding. In teacher reflections during data meetings, number sense was frequently an area identified for improvement.

Student Impact: By May 2026, 70% of students will score in the proficiency range on the Universal Screening Tool. For each benchmark

assessment, we should see at least 5% growth due to the students' improved ability to understand what the problems are asking as well as what is a reasonable response.

Educator Professional Learning Needs: K-2 teachers will need professional development for using and managing manipulatives as well as the science behind why young children need them. They will also need to learn how to teach Eureka without relying on slideshows.
3-5 teachers will need assistance with developing scaffolds for students who are struggling with number sense and are unprepared for the standards.

ACTION STEPS					
Actions Steps & Progress Indicators					
What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
Implement the RDWW strategy with an emphasis on writing in classroom instruction. Provide application problems that require written explanations of solutions. Establish tiered workstations based on student data and individualized needs. Students will complete Math Performance tasks with the teacher at least once per week. Utilize daily math bell ringers provided by the mathematics department. Use interactive journals to demonstrate proficiency in modeling application problems using the RDWW strategy. Daily practice of math facts.	**Principal, AP, Math Coach, Teachers**	**Ongoing**	**CFA's**	**Unit Assessments, Interim Assessments,**	

Tutoring (School Year)	Principal, AP, 8 certified tutors		LEAP 360, Universal Screeners, LEAP		Title I: $6,000
Summer Planning	ILT		Agendas		Title I: $6,000

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

AMBITION

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

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

AFFIRMATION

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

Areas of Progress:	

ANALYSIS

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

School's Priority: Students need to be able to use evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

Student Learning Problem: To construct a scientific explanation, students need to understand the scientific vocabulary and concepts as well as how to interpret graphs, tables, and images. They must then be able to synthesize this information and generate a valid response or solution.

Root Cause & Supporting Data: Students appear to understand the concepts, but they struggle with content-specific vocabulary, academic vocabulary, and critical thinking skills necessary for developing a plan or argument.

Student Impact: Strengthening these skills should lead to student growth on the LEAP.

Educator Professional Learning Needs: Scaffolding strategies for content and academic vocabulary.

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ACTION STEPS
Actions Steps & Progress Indicators

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What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
Instruction: ● Teachers will utilize Amplify Science to teach the standards. ● Using sample test questions, teachers in grades 3-5 will incorporate bell ringers every day to prepare students for standardized testing.	All Science Teachers All Science Teachers EL Teachers and Coach	Ongoing			

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• ESL Teachers will provide and facilitate professional development for teachers to incorporate strategies for English Language Learners. • Teachers will incorporate LEAP-like prompts with stimuli. • Students will utilize the embedded "CER" writing model in Amplify to develop a claim, provide evidence, and explain their reasoning to answer written responses in science and apply to all content areas.	Literacy Coach and Science Teachers				

CORE ACADEMICS - Social Studies	**Tier 1** **Resources:**

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

AMBITION ● Based on your data trends, what is the area of focus? ● Based upon the data trends, state target, and student learning needs, what is the [SMART Goal Worksheet](#) for this year?	
Social Studies Focus Area	
Social Studies SMART Goal:	

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

ANALYSIS   ● What is the priority?   ● What student learning problem needs to be addressed to attain the goal?   ● What is the root cause of this student learning problem? What data supports this hypothesis?   ● What is the student impact if you attain this goal?   ● What professional learning is needed for administrators, teacher leaders, and teachers?
School's Priority:
Student Learning Problem:
Root Cause & Supporting Data:
Student Impact:
Educator Professional Learning Needs:

ACTION STEPS Actions Steps & Progress Indicators					
What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
Instruction: ● Teachers will utilize the identified Tier 1 curriculum as intended. ● Using sample test questions, teachers in grades 3-5 will incorporate bell ringers every day to prepare students for standardized testing. ● Students will complete activities using primary and secondary source documents. ● EL Teachers will provide and facilitate professional development for teachers to incorporate strategies for English Language Learners. ● Teachers will incorporate LEAP-like prompts with sources. ● Incorporate virtual reality into lessons	Coaches, Administration Social Studies Teachers Social Studies Teachers EL Teachers and Coach Literacy Coach and Social Studies Teachers Social Studies Teachers	Ongoing		1. Principal, AP will conduct weekly observations to review the implementation of the Amplify Curriculum 2. During Monthly Data Reviews, results from observations will be presented and discussed. 3. Teachers will use data reports to identify weaknesses by content standards to provide targeted small-group instruction. 4. Coaches and/or administrative staff will conduct weekly planning meetings to support the curriculum. 5. Timesheets and artifacts from planning	Title I: $699 for subscription to Avantis for VR headset

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

ACTION STEPS Actions Steps & Progress Indicators					
What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
Instruction: ● Health and PE ● Music ● Computer Science	Ancillary Staff			Master Schedule implementation; District Sports participation; Music performances; Teacher-created assessments	General Fund

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

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

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

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	Person(s) Responsible	Timeline	Progress Monitoring	Documentation (Success Criteria)	Funding Source
ELA o Provide Support with the Administration of Dibels Screener o Provide training and support for the administering of EL Education Benchmark Assessment o Support with using screening and assessment data to inform small group instruction (Microphase groups & MClass Intervention Groups) o LETRS Training o Provide support with small group instruction strategies for improving phonemic awareness o Support with teaching EL and incorporating appropriate scaffolds for ESL students **Math** o RDW **Science** ● CER ● Vocabulary strategies	Principal, Assistant Principal, Math Coach, Mentor Teachers, EL Teachers			PD Reflections, Exit Tickets, and Deliverables Coaching Plans for individual teachers Sign-in Sheets and Presentations	**Title I: $600** (teachers presenting) **Title I: $10,000** (stipends)

- Teachers will receive coaching via a tiered approach in an effort to support, motivate, and develop a teacher by setting concrete, short term, individualized goals. ***(Link for [Coaching Plans](#))*** - Coaching Cycle #1 - Coaching Cycle #2 - Coaching Cycle #3 - Coaching Cycle #4 **(CIR)** ELA and Math Content Leaders will prepare professional learning opportunities based on needs identified through data analysis and classroom observations. **(CIR, UIR Academics)** Mentor Teacher will model lessons for new teachers and provide planning support as needed. **SEL** (*What professional development is needed to ensure faculty members are able to implement the MTSS plan?* - SEL - Academics - Behavior Participation in Education Conferences, such as Teacher Leader and Model Schools				Title I: $7,000

MULTI-TIERED SYSTEM OF SUPPORT

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

SEL Foundation for MTSS Success

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

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

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

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

Indicator Focus Area 1: Explicit Instruction		Indicator Focus Area 2: Supportive School and Classroom Climates	
S	Each grade level will have at least 15 minutes of the day scheduled for Second Step..	**S**	Riveroaks will develop a system of supportive discipline through the use of restorative practices and ensure a strong MTSS Discipline (PBIS) system is placed campus-wide.
M	We will measure success through observations of lessons, student quiz scores, and the Second Step assessments.	**M**	We will measure success by monitoring discipline data through the data reports monthly (discipline, by infraction, time, location, student, and teacher)
A	Our goal of 100% of students receiving daily SEL instruction is attainable due to adjustments in the schedule.	**A**	Right now, discipline is not a major concern on campus, we have 11 percent of students who have received an OSS. This goal is to reduce students receiving a suspension by 5 percent. It is attainable because of the action items we have put into place.
R	This goal is relevant because SEL is a part of our school's MTSS plan and is recognized as a key component addressing the needs of our students by strengthening the competencies they need to build lasting relationships and manage their emotions.	**R**	The goal is relevant because disciplinary concerns prevent students from receiving adequate instruction. Creating a supportive environment allows students to learn from their mistakes and prevent them from happening again.
T	• By the end of August all students will pretest in Second Step.	**T**	• By the end of August we will have explicitly taught all

	● By the second week of school we will begin the scope and sequence for SEL instruction ● Weekly teachers will focus on one training area to strengthen their own knowledge		behavior expectations to students ● Each month we will have a focus area to work on and a discipline challenge for students to work on ● Our goal is to see a reduction in discipline each month when compared to the previous year.
I	ALL students will be a part of the lessons. By focusing on SEL instruction, we hope to create an inclusive environment where all students feel welcome. This connects to our school's mission and vision.	I	We will create a focus group of students to ensure we are getting their perspective on discipline policies/practices to ensure we are representing their voices.
E	Developing SEL skills in students will allow us to help them identify situations that are not fair and stand up for injustice. It will also empower them to be leaders in their classes and on campus.	E	In order to ensure that discipline practices are applied equitably to all groups of students, we will monitor the discipline data.

Goal Statement: During the 25-26 school year, Riveroaks Elementary School is going to focus on ensuring that every student receives 15-20 minutes of explicit SEL instruction daily using the Second Step platform. As a result, we should see an increase in student SEL scores.	Goal Statement: Riveroaks Elementary School will focus on implementing supportive discipline policies so as to both address discipline concerns and prevent students from repeating the infractions, as a result, we should see a reduction of 5% in the number of students receiving an OSS.

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, Amplify & DBQ Project**
● **Instructional Strategies will include TLAC strategies and Differentiated Instruction**
   ○ Scaffolding
   ○ Graphic Organizers
   ○ Flexible Grouping/ Small groups
	● **PBIS--School-wide Behavior Expectations taught first day and week of school**
	● **SEL lessons daily for 15-20 minutes**
	● **ICARE prevention lessons**
	● **Counselor Lessons**

○ Cooperative Learning	

Tier II	

● **Using Small groups during the block to deliver targeted assistance**
● **The school will develop a schedule for intervention time**
● **Referral to after school programs**
● **Strategies we are going to focus on to ensure consistency in delivering Tier II**
  ○ Use of Manipulatives
  ○ Use of sentence frames
  ○ Use of Visual Aids
●
	● **Mentoring with admin team**
	● **check in/check out with daily point card cards**
	● **Restorative Circles**
	● **Reset Room SEL Lessons**
	● **Tier II sessions with Counselor or ICare (based on topic)**
	● **Behavior Support Plans using Insights to Behavior (individual students on a case by case basis)**

Tier III	
● Focus on Explicit Vocabulary instruction (foundational gaps) ● Individual or small groups to address individual needs	● Functional Behavior Assessment with Individualized Behavior Plans ● ESS Behavior Strategist (ESS Students) ● Referral to Social Worker ● Tier III lessons or sessions

Monitoring Interventions: How will your school make sure that interventions are taking place? In our weekly meeting, the instructional leadership team will monitor interventions. ILT members will also facilitate discussions over student data and interventions in PLCs.

Scheduling Mandatory: What is the designated time for Explicit SEL Instruction? There will be 15-20 minutes of SEL time each day.

How will time be scheduled for PLCs/Grade or Content Teams? The PLCs/Grade or Team Content will be scheduled during teachers' instructional planning time.

Planning for the Future: How can individualized learning time be scheduled for students throughout the school year? We will continue meeting with Tier II and Tier III students in the morning this year. Students can spend some time working on these areas during Breakfast Club,

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			
	Be Respectful	**Be Responsible**	**Be Safe**	**Be Prepared**
Classroom	- Appropriate language when interacting with peers/adults - Use materials appropriately - Follow the classroom rules/expectations	-Follow classroom rules and expectations - take ownership of mistakes - prioritize tasks/assignments - keep area neat & tidy	-Keep your hands & feet to yourself -Walk quietly around the building -Alert the teacher of any injuries/accidents - Use materials responsibly	-Participate, work hard, and ask questions if you do not understand - get to class on time with all materials needed
Hallway	-Use appropriate language -Respect other's personal space - Keep your hands to yourself - OFF of bulletin boards/decor	- Walk to the right of hallways	Keep your hands & feet to yourself	Know where you are going
Cafeteria	- Keep food on your plate - use your manners "please" & "thank you"	clean your area	-walk in the cafeteria - carry your tray with two hands	wash your hands quickly to keep the line moving
Restroom	- Give others privacy and personal space	Clean up after yourself -Use proper hygiene	-Use it, wash your hands, and get back to class -Don't linger	
Bus	Listen to and follow the bus drivers rules	-Keep belongings stowed away -no food or drinks out -follow the rules of the driver	-Stay seated while bus is in motion -Keep your hands & feet to yourself -Voices at a low level	Get to the bus in a timely manner
Arrival/ Dismissal	Respond immediately when teachers/adults call	Go to your designated area for intake and dismissal.	Walk quickly and quietly to classrooms/bus/ carpool	Listen to directions given during class intake and dismissal

What is your plan to explicitly teach behavior expectations at the beginning of each semester? Please list below:**Teachers will meet in a Routines and Procedures workshop before school starts to establish their individual classroom expectations as well as to gain a better understanding of how to teach the schoolwide expectations. On the first day of school, teachers will model expectations and work with students to ensure they understand them and can practice them. If expectations are not followed in the first couple days of school, teachers will stop what they are doing, model again, and reset.**

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

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
Community Ambassador (new position) **Parent and Family Engagement**: ● Back To School Meet & Greet ● Workshops for parents, family, and the community ● Newsletters(Smores) school website, & school app ● Family Nights – Literacy, Math and Science ● Parent Meet & Greet ● Open House ● Parent Teacher Conferences ● Book Fair ● Dr. Suess Day/Real Men Read ● Parent Testing Workshops ● Parent Focus Meeting ● SBLC (IAIAP, Behavior Plans, etc) **MTSS Parent and Family Engagement**: ● Family representatives actively participate on district and school MTSS implementation leadership teams ● Families will collaborate in the development and measurement of goals/outcomes ● Positive relationships- monthly school based and quarterly community invitations ● Collaboration with community organizations helps contribute resources	Administration, Teachers & Community Ambassador	Ongoing		Agendas and sign-in sheets for all parent meetings will be kept on file. Parents will complete a short survey after activities to identify strengths and areas of concern and to plan for future events. Meetings/workshop evaluations will be distributed and collected for every parent meeting/workshop.	Title I: Title I Parental Involvement

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	Introduce the MTSS plan to parents in the evening meeting
Academic Programs & Interventions	Provide parents with an overview during school-wide meetings. Further information will be discussed at parent/teacher conferences. In addition, information will be posted on the school website and Riveroaks app.
SEL & Behavior Interventions	An overview will be provided at school-wide meetings. Additional information will be added to the school website and the Riveroaks App

Community Involvement

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

- Communicate plans to all stakeholders through meetings and social media.
- Provide updates to stakeholders through meetings and social media

Instruction by Certified Teachers – Certified Teacher Recruitment

District Goal(s):	To reach a goal of 100% certified teachers and 100% highly qualified paraprofessionals.		
School Objective(s):	To employ teachers that are certified in their content area, and inform non-certified teachers that they will be given a date to obtain certified status.		
Student Achievement	**Exemplary Customer Service**	**Operational Excellence**	**Employee Development**

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
● Mentor teachers will provide and facilitate professional development for teachers; observe teachers, provide feedback, and identify next steps to improve instruction in core ELA, Math, Science, & Social Studies instruction for the purpose of support and not evaluation.	Instructional Leadership Team	Ongoing			
● Participation in recruiting and interviewing on campus and district-held job fairs to attract highly qualified staff	Principal, Assistant Principal	Ongoing			

Transition to Next-Level School Programs

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

Student Achievement	Exemplary Customer Service	Operational Excellence	Employee Development

What evidence-based practice (Activity or strategy) will you implement to support achieving this overarching improvement goal?	*Person(s) Responsible*	*Timeline*	*Progress Monitoring*	*Documentation (Success Criteria)*	*Funding Source*
Preschool Graduation	**Pre-K teachers, Principal, AP, School Counselor**	**May 2026**		**Photographs, Invitations, Program**	**School Accounts**
5th Grade Recognition Ceremony	**5th Grade teachers, Principal, AP, School Counselor**	**May 2026**		**Photographs, Invitations, Program**	**School Accounts**
5th Grade Field Trips to Middle Schools	**5th Grade teachers, Principal, AP, School Counselor**	**Varies**		**Permission Slip**	**School Accounts**

Academic Intervention
Schools with Academic Intervention Labels

Is the school identified as a school requiring academic intervention? No   Academic Intervention Label: Select

If the school requires academic intervention, please link your Academic Subgroup Data Sheet. [School Name Subgroup Data Sheet](#)

AUS Status - Select

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

Describe the data analysis and needs assessment process that was used to inform the school's vision and goals.

Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned with the vision and needs.   ● *Stakeholders should include, at minimum, the administrator, teachers, paraprofessionals, parents, and members of the community.*

If applicable, describe how the plan is coordinated and aligned with your schoolwide budget and parental involvement budget.

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

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

What changes do you plan for your approach to talent building for leadership and educators to achieve the vision outlined above, and how are they informed by your analysis of qualitative and quantitative evidence in your needs assessment?
What is your school's plan to ensure strong leadership over the next three years? This includes maintaining an effective principal, supporting other key leadership roles, and building the capacity of future leaders.
What steps is your school taking to retain effective educators?
How is your school developing and helping educators who need support to improve? For example, how will you leverage high-quality professional learning (teacher collaboration) and observation and feedback cycles?
How is your school selecting strong, moderate, or promising evidence-based strategies for educators and determining strategies based on the conclusion of the needs assessment?
How is your school identifying and creating key positions to support school improvement and academic achievement?

Instruction

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

What is the school's theory of action in ensuring that adults are effective instructional leaders and students are receiving and demonstrating evidence of high-quality instruction?
What strategies and interventions do you plan to implement and how are they related to your school's identified needs?

How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively?
How is your school planning to expand its instructional approach across all classrooms to ensure it has the greatest impact and can be sustained over time?
How is your school selecting strong, moderate, or promising evidence-based strategies, and determining strategies based on conclusions of the needs assessment?

System Supports

What is the school's theory of action around structural configuration and how will it reinforce and facilitate the work you are doing in effective workforce and instruction?
What supports and interventions do you plan to implement and how are they related to your school's identified needs?
How is your school selecting strong, moderate, or promising evidence-based strategies?
How is your school determining strategies based on themes from the needs assessment to meet projected short- and long-term goals?

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

How is your school establishing or continuing internal routines?

How is your school establishing or continuing routines with stakeholders?

How is your school conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising the schoolwide plan?

How is your school making the schoolwide plan available to teachers, paraprofessionals, parents, and the public in a form that is understandable and uniform, to the extent practicable and/or required by Louisiana law, provided in a language that the parents understand?

How is your school structured for sustainability, including how the school will coordinate and integrate the activities outlined in this plan with other federal, state and local services, resources and programs (i.e. other federal grant programs, health and nutrition programs, culture/climate programs, career and technical education programs)?